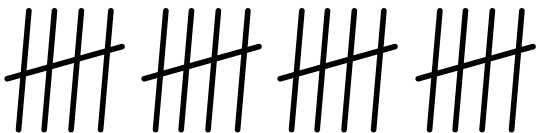


SUBTRACTING ZERO

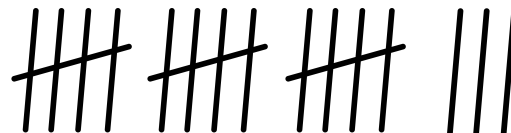
This shows 20.



Take away 0.

How many are left? _____

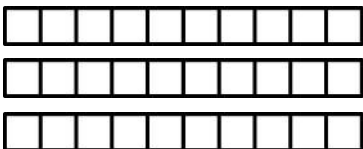
This shows 18.



Take away 0.

How many are left? _____

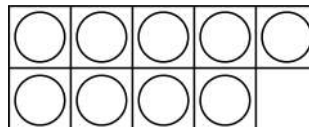
This shows 30.



Take away 0.

How many are left? _____

This shows 9.



Take away 0.

How many are left? _____

Let's look at some equations!

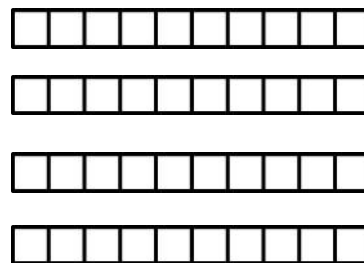
$$40 - 0 = \underline{40}$$



We have 40.

We take away 0.

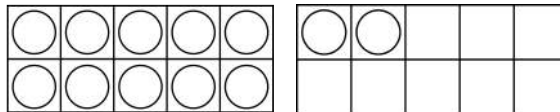
There are 40 left.



$$25 - 0 = \underline{\quad}$$



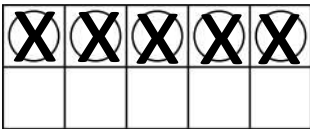
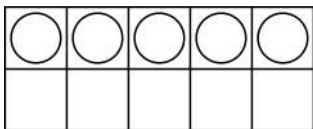
$$12 - 0 = \underline{\quad}$$



MAKING ZERO

This shows 5.

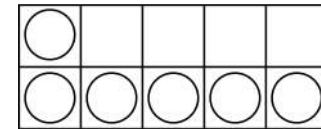
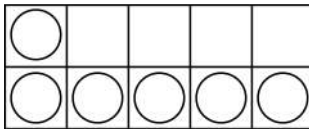
Take away 5.



How many are left? 0

This shows 6.

Take away 6.



How many are left? _____

$$324 - 324 = \underline{\hspace{2cm}}$$

$$4554 - 4554 = \underline{\hspace{2cm}}$$

$$2110 - 2110 = \underline{\hspace{2cm}}$$

$$490 - 490 = \underline{\hspace{2cm}}$$

$$1100 - 1100 = \underline{\hspace{2cm}}$$

$$28 - 28 = \underline{\hspace{2cm}}$$

Write 3 subtraction equations that equal 0.

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Solve the problem. Show your work.

The school raised \$3500 and donated \$3500 to a children's charity. How much money do they have left?

Write your own story problem using a property of 0.

Write it.

Solve it.

PUTTING IT ALL TOGETHER

Use what you know about ZERO to find the differences.

$$365-365=$$

$$20-0=$$

$$4002-4002=$$

$$1489-0=$$

$$621-0=$$

$$5890-5890=$$

$$273-0=$$

$$3211-0=$$

$$2988-2988=$$

$$3000-0=$$

$$7400-7400=$$

$$446-446=$$

$$500-500=$$

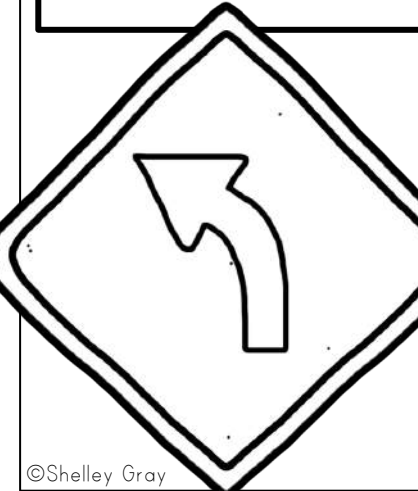
$$1212-1212=$$

$$8699-0=$$

$$9998-9998=$$

$$25-25=$$

$$6501-0=$$



Use the differences to create a tally chart:

Differences that are 0	
Differences that are NOT 0	

For the Teacher

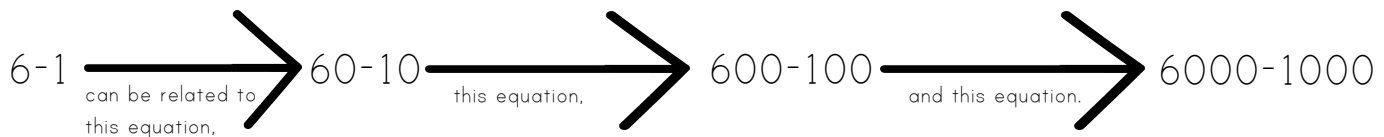
Level #2: One Less

The following section will provide practice and reinforcement of “one less” concepts.

The level begins with a brief review of subtracting 1 from a number between 0 and 9999.

After the review, students will learn to use their knowledge of one less to subtract larger numbers in the 10’s, 100’s, and 1000’s.

For example, students can relate the following 4 equations:



ONE LESS

NUMBER	1 LESS
174	173
300	
4678	
2009	
51	
6800	
431	

NUMBER	1 LESS
275	
2181	
9040	
762	
54	
277	
6903	

When you subtract 1, the difference is always **ONE LESS** than that number.

$$203 - 1 = \underline{\quad}$$

↑
_____ 1 less than 203

$$3411 - 1 = \underline{\quad}$$

↑
_____ 1 less than 3411

$$1020 - 1 = \underline{\quad}$$

↑
_____ 1 less than 1020

$$398 - 1 = \underline{\quad}$$

↑
_____ 1 less than 398

$$287 - 1 = \underline{\quad}$$

↑
_____ 1 less than 287

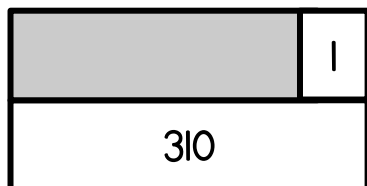
$$76 - 1 = \underline{\quad}$$

↑
_____ 1 less than 76

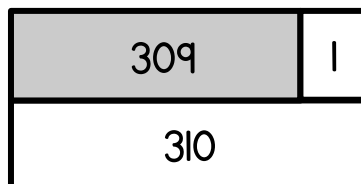
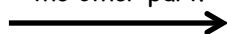
Subtracting One With Part-Part-Wholes

Let's show one less using part-part-whole.

Example: $310 - 1 = \underline{\quad}$



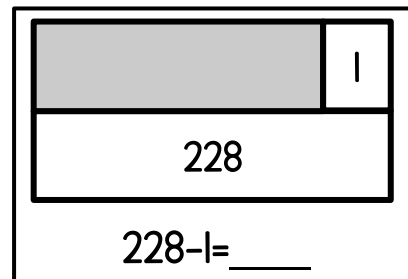
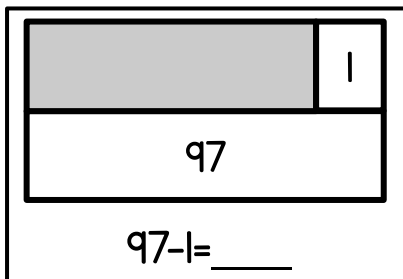
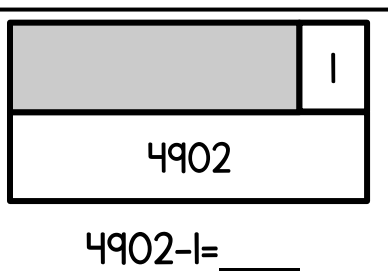
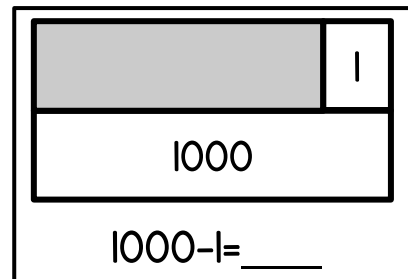
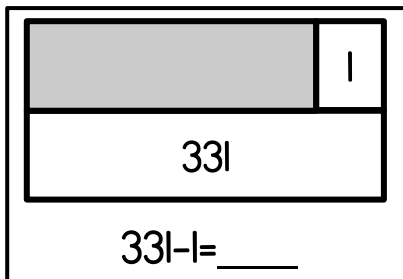
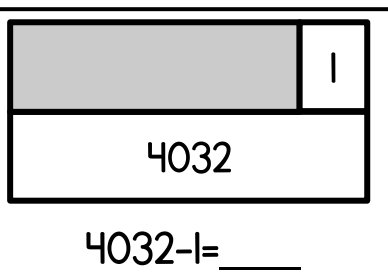
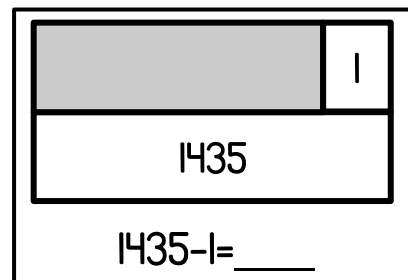
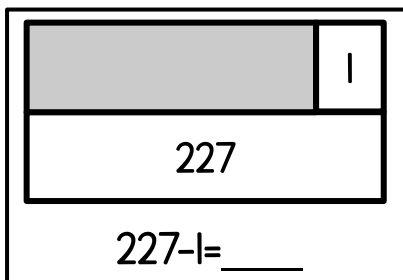
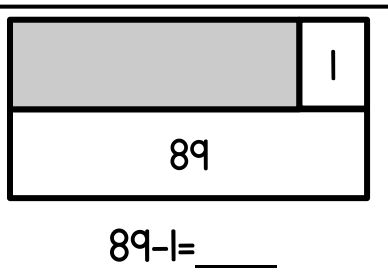
We know that the total is 310. We know that one of the parts is 1. Let's find the other part!



$310 - 1 = 309$

So the missing part is 309.

Find the missing part for each part-part-whole.



Find the MISSING UNKNOWNNS

Find the missing unknown for each equation.

$$1232 - \square = 1231$$

$$\square - 1 = 974$$

$$861 - \square = 860$$

$$452 - \square = 451$$

$$\square - 1 = 557$$

$$799 - \square = 798$$

$$4553 - 1 = \square$$

$$1209 - 1 = \square$$

$$\square - 1 = 2430$$

$$2626 - 1 = \square$$

$$1258 - 1 = \square$$

$$\square - 1 = 265$$

$$\square - 1 = 4008$$

$$\square - 1 = 3312$$

$$236 - 1 = \square$$

$$\square - 1 = 5668$$

$$\square - 1 = 1361$$

$$733 - 1 = \square$$

Write 5 equations that have a difference between 0 and 500.

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

Write 5 equations that have a difference between 501 and 1000.

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

Write 5 equations that have a difference between 1001 and 9999.

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

$$\underline{\quad\quad} - 1 = \underline{\quad\quad}$$

Let's Extend "One Less"

We can use "one less" for other equations. Take a look at the equations below:

$$7-1=6 \longrightarrow 70-10=60 \longrightarrow 700-100=600 \longrightarrow 7000-1000=6000$$

$$9-1=8 \longrightarrow 90-10=80 \longrightarrow 900-100=800 \longrightarrow 9000-1000=8000$$

$$3-1=2 \longrightarrow 30-10=20 \longrightarrow 300-100=200 \longrightarrow 3000-1000=2000$$

What do you notice about the equations in the box above?

Fill in the blanks:

$$3-1=\underline{\quad} \longrightarrow 30-10=\underline{\quad} \longrightarrow 300-100=\underline{\quad} \longrightarrow 3000-1000=\underline{\quad}$$

$$2-1=\underline{\quad} \longrightarrow 20-10=\underline{\quad} \longrightarrow 200-100=\underline{\quad} \longrightarrow 2000-1000=\underline{\quad}$$

$$8-1=\underline{\quad} \longrightarrow 80-10=\underline{\quad} \longrightarrow 800-100=\underline{\quad} \longrightarrow 8000-1000=\underline{\quad}$$

$$5-1=\underline{\quad} \longrightarrow 50-10=\underline{\quad} \longrightarrow 500-100=\underline{\quad} \longrightarrow 5000-1000=\underline{\quad}$$

$$4-1=\underline{\quad} \longrightarrow 40-10=\underline{\quad} \longrightarrow 400-100=\underline{\quad} \longrightarrow 4000-1000=\underline{\quad}$$

$$9-1=\underline{\quad} \longrightarrow 90-10=\underline{\quad} \longrightarrow 900-100=\underline{\quad} \longrightarrow 9000-1000=\underline{\quad}$$

$$7-1=\underline{\quad} \longrightarrow 70-10=\underline{\quad} \longrightarrow 700-100=\underline{\quad} \longrightarrow 7000-1000=\underline{\quad}$$

$$6-1=\underline{\quad} \longrightarrow 60-10=\underline{\quad} \longrightarrow 600-100=\underline{\quad} \longrightarrow 6000-1000=\underline{\quad}$$

Extending the 'One Less' Facts

When we see an equation like this: $70-10=$ ____, we can think to ourselves, "I know that $7-1=6$, so $70-10=60$."

When we see an equation like this: $7000-1000=$ ____, we can think to ourselves, "I know that $7-1=6$, so $7000-1000=6000$."

Write the difference for each equation. If the difference is less than 4999, shade the box purple. If the difference is greater than 4999, shade the box yellow:

$300-100=$ _____

$1000-1000=$ _____

$2000-1000=$ _____

$90-10=$ _____

$9000-1000=$ _____

$40-10=$ _____

$600-100=$ _____

$5000-1000=$ _____

$3000-1000=$ _____

$20-10=$ _____

$800-100=$ _____

$500-100=$ _____

$6000-1000=$ _____

$9-1=$ _____

$7000-1000=$ _____

$200-100=$ _____

$8000-1000=$ _____

$900-100=$ _____

MORE, LESS, SAME

> more than

< less than

= same

$400-100 \square 301-1$

$2000-1000 \square 1000-0$

$900-100 \square 899-1$

$5454-1 \square 5000-1000$

$5467-0 \square 5468-1$

$2000-1000 \square 200-100$

$700-100 \square 800-100$

$335-1 \square 400-400$

Write 3 equations that have a difference LESS than 5000.

$$\underline{\quad} - \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

Write 3 equations that have a difference GREATER than 5000.

$$\underline{\quad} - \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$$

For the Teacher

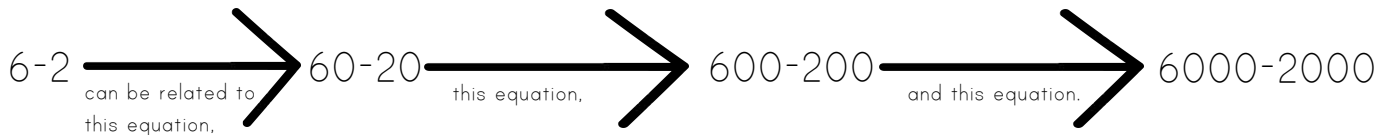
Level #3: Two Less

The following section will provide practice and reinforcement of “two less” concepts.

The level begins with a brief review of subtracting 2 from a number between 0 and 9999.

After the review, students will learn to use their knowledge of subtract 2 concepts to subtract larger numbers in the 10’s, 100’s, and 1000’s.

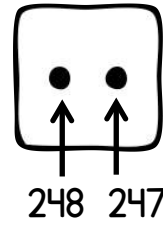
For example, students can relate the following 3 equations:



TWO LESS

$249 - 2$ means 2 less than 249.

Say, "249." \longrightarrow Count backwards. \longrightarrow



Find two less.

$81 - \boxed{\cdot\cdot} = \underline{\quad}$

$1010 - \boxed{\cdot\cdot} = \underline{\quad}$

$8021 - \boxed{\cdot\cdot} = \underline{\quad}$

$3226 - \boxed{\cdot\cdot} = \underline{\quad}$

$189 - \boxed{\cdot\cdot} = \underline{\quad}$

$8886 - \boxed{\cdot\cdot} = \underline{\quad}$

$556 - \boxed{\cdot\cdot} = \underline{\quad}$

$7443 - \boxed{\cdot\cdot} = \underline{\quad}$

$46 - \boxed{\cdot\cdot} = \underline{\quad}$

$9346 - \boxed{\cdot\cdot} = \underline{\quad}$

$4408 - \boxed{\cdot\cdot} = \underline{\quad}$

$6192 - \boxed{\cdot\cdot} = \underline{\quad}$

$97 - \boxed{\cdot\cdot} = \underline{\quad}$

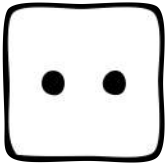
$5000 - \boxed{\cdot\cdot} = \underline{\quad}$

$344 - \boxed{\cdot\cdot} = \underline{\quad}$

Rhianna has started a countdown until the holidays. When she started the countdown, there were 75 days left. Now two more days have passed by. Now how many days are left until holidays begin?

Show your work.

Write.



TWO LESS

NUMBER	2 LESS
907	905
8632	
88	
3001	
779	
2529	
234	

NUMBER	2 LESS
100	
2466	
560	
5444	
46	
9040	
5757	

When you subtract 2, the difference is always **TWO LESS** than that number.

$$1134 - 2 = \underline{\quad}$$

↑
_____ 2 less than 1134

$$2031 - 2 = \underline{\quad}$$

↑
_____ 2 less than 2031

$$4000 - 2 = \underline{\quad}$$

↑
_____ 2 less than 4000

$$508 - 2 = \underline{\quad}$$

↑
_____ 2 less than 508

$$783 - 2 = \underline{\quad}$$

↑
_____ 2 less than 783

$$1097 - 2 = \underline{\quad}$$

↑
_____ 2 less than 1097

Let's Use "Two Less"

We can use "TWO LESS" for other equations. Take a look at the equations below:

$$4-2=2 \longrightarrow 40-20=20 \longrightarrow 400-200=200 \longrightarrow 4000-2000=2000$$

$$7-2=5 \longrightarrow 70-20=50 \longrightarrow 700-200=500 \longrightarrow 7000-2000=5000$$

$$9-2=7 \longrightarrow 90-20=70 \longrightarrow 900-200=700 \longrightarrow 9000-2000=7000$$

What do you notice about the equations in the box above?

Fill in the blanks:

$$4-2= \underline{\quad} \longrightarrow 40-20= \underline{\quad} \longrightarrow 400-200= \underline{\quad} \longrightarrow 4000-2000= \underline{\quad}$$

$$9-2= \underline{\quad} \longrightarrow 90-20= \underline{\quad} \longrightarrow 900-200= \underline{\quad} \longrightarrow 9000-2000= \underline{\quad}$$

$$7-2= \underline{\quad} \longrightarrow 70-20= \underline{\quad} \longrightarrow 700-200= \underline{\quad} \longrightarrow 7000-2000= \underline{\quad}$$

$$3-2= \underline{\quad} \longrightarrow 30-20= \underline{\quad} \longrightarrow 300-200= \underline{\quad} \longrightarrow 3000-2000= \underline{\quad}$$

$$8-2= \underline{\quad} \longrightarrow 80-20= \underline{\quad} \longrightarrow 800-200= \underline{\quad} \longrightarrow 8000-2000= \underline{\quad}$$

$$5-2= \underline{\quad} \longrightarrow 50-20= \underline{\quad} \longrightarrow 500-200= \underline{\quad} \longrightarrow 5000-2000= \underline{\quad}$$

$$6-2= \underline{\quad} \longrightarrow 60-20= \underline{\quad} \longrightarrow 600-200= \underline{\quad} \longrightarrow 6000-2000= \underline{\quad}$$

Extending the Two Less Facts

When we see an equation like this: $80-20=$ ____, we can think to ourselves, "I know that $8-2=6$, so $80-20=60$."

When we see an equation like this: $8000-2000=$ ____, we can think to ourselves, "I know that $8-2=6$, so $8000-2000=6000$."

Write the difference for each equation. If the difference is less than 4999, shade the box light blue. If the difference is greater than 4999, shade the box red.

$100-2=$ _____

$4000-2000=$ _____

$700-200=$ _____

$600-200=$ _____

$300-200=$ _____

$60-2=$ _____

$5619-2=$ _____

$3000-2000=$ _____

$8000-2000=$ _____

$500-200=$ _____

$6000-2000=$ _____

$800-200=$ _____

$78-2=$ _____

$400-200=$ _____

$2000-2000=$ _____

$5000-2000=$ _____

$900-200=$ _____

$225-2=$ _____

PUTTING IT ALL TOGETHER

Graph It!

Find the difference for each equation. Write each equation on the graph in a space above its difference.

$502-2$	$5000-2000$	$3001-1$	$4000-1000$
$4570-2$	$4568-0$	$600-100$	$3002-2$
$9000-2000$	$8000-1000$	$700-200$	$274-1$
$273-0$	$501-1$	$7002-2$	$275-2$

273	500	3000	4568	7000

Difference

Level #4: Counting Back

Level 4 is all about the subtraction strategy Counting Back. Students have actually already learned this strategy in the One Less and Two Less levels, but now we are going to expand on it.

Counting back is typically one of the very first strategies that students learn for subtraction. It involves starting with the bigger number (the minuend), and counting backwards. For example, in the equation $25-3$, we think: "25.....24, 23, 22."

It is important to note that counting back is ONLY an effective strategy when subtracting 1, 2, 3, or 4 from a number. Beyond that it gets too confusing, and it is too easy to make errors. For example, imagine counting back for $19-12$? Not a good idea!

As I already mentioned, students have already been working with this strategy, even if they haven't yet realized it. In this level, we will work with this strategy for subtracting subtrahends of 1, 2, 3, and 4 from a minuend up to 9999.

At the end of this level students will integrate the concept of "counting back" with the previous strategies that have been learned.

COUNTING BACK

When you count back, you start with the BIG number and count back.

EXAMPLE: $10-3=$ 7

Say, "10." → Count backwards. →



Find the difference.

$170 - \boxed{\cdot \cdot \cdot} = \underline{\quad}$

$1092 - \boxed{\cdot} = \underline{\quad}$

$2133 - \boxed{\cdot \cdot} = \underline{\quad}$

$278 - \boxed{\cdot} = \underline{\quad}$

$4994 - \boxed{\cdot \cdot \cdot} = \underline{\quad}$

$884 - \boxed{\cdot \cdot \cdot} = \underline{\quad}$

$2000 - \boxed{\cdot \cdot} = \underline{\quad}$

$1000 - \boxed{\cdot \cdot \cdot \cdot} = \underline{\quad}$

$124 - \boxed{\cdot \cdot} = \underline{\quad}$

$652 - \boxed{\cdot \cdot \cdot \cdot} = \underline{\quad}$

$56 - \boxed{\cdot \cdot} = \underline{\quad}$

$89 - \boxed{\cdot \cdot \cdot \cdot} = \underline{\quad}$

$1455 - \boxed{\cdot \cdot} = \underline{\quad}$

$301 - \boxed{\cdot \cdot \cdot} = \underline{\quad}$

$90 - \boxed{\cdot \cdot} = \underline{\quad}$

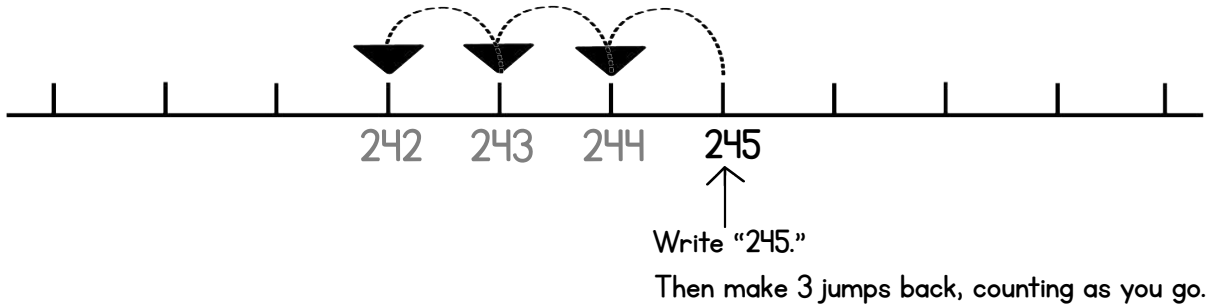
Thomas thought that he had \$549 dollars, but he actually had \$4 less than that. How much money did he have?

Show your work.

Write.

COUNTING BACK ON A Number Line

You can use a blank number line to help you count back. Let's try it for $245-3$.

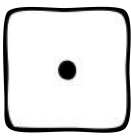
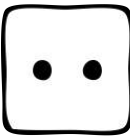


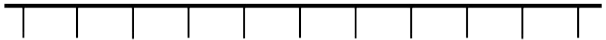


Use the number lines to count back.



Choose
the
Best **Tool** For
the
Job

Count back to solve each equation. Use the tool that works the best - dot patterns or an empty number line.

Dot Patterns				Number Line									
													

$8246 - 3 = \underline{\hspace{2cm}}$

$2365 - 2 = \underline{\hspace{2cm}}$

$500 - 2 = \underline{\hspace{2cm}}$

$1020 - 4 = \underline{\hspace{2cm}}$

$157 - 3 = \underline{\hspace{2cm}}$

$5986 - 3 = \underline{\hspace{2cm}}$

$2984 - 4 = \underline{\hspace{2cm}}$

$7539 - 1 = \underline{\hspace{2cm}}$

$9721 - 2 = \underline{\hspace{2cm}}$

$279 - 2 = \underline{\hspace{2cm}}$

$3555 - 4 = \underline{\hspace{2cm}}$

$1459 - 3 = \underline{\hspace{2cm}}$

$5674 - 2 = \underline{\hspace{2cm}}$

$1902 - 4 = \underline{\hspace{2cm}}$

$476 - 3 = \underline{\hspace{2cm}}$

Which tool do you like using the best?

MORE, LESS, SAME

> more than

< less than

= same

$400-200 \square 800-100$

$2665-2 \square 2566-1$

$435-435 \square 2781-2781$

$700-200 \square 500-100$

$4055-3 \square 5000-1000$

$5467-0 \square 6000-1000$

$400-200 \square 4000-2000$

$4506-4 \square 4398-3$

Write 3 equations that have a difference LESS than 5000.

$\underline{\quad} - \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

Write 3 equations that have a difference GREATER than 500.

$\underline{\quad} - \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad} \quad \underline{\quad} - \underline{\quad} = \underline{\quad}$

Bonus Activity - Teacher Instructions

Include this activity at the end of Level 4 in your Subtraction Station.

This activity integrates the strategies that students have already learned: -0 , -1 , -2 , and Counting Back.

Overview:

In this Bonus Activity, students choose a task card, subtract the numbers, and record the equations in their notebook or on the recording sheet.

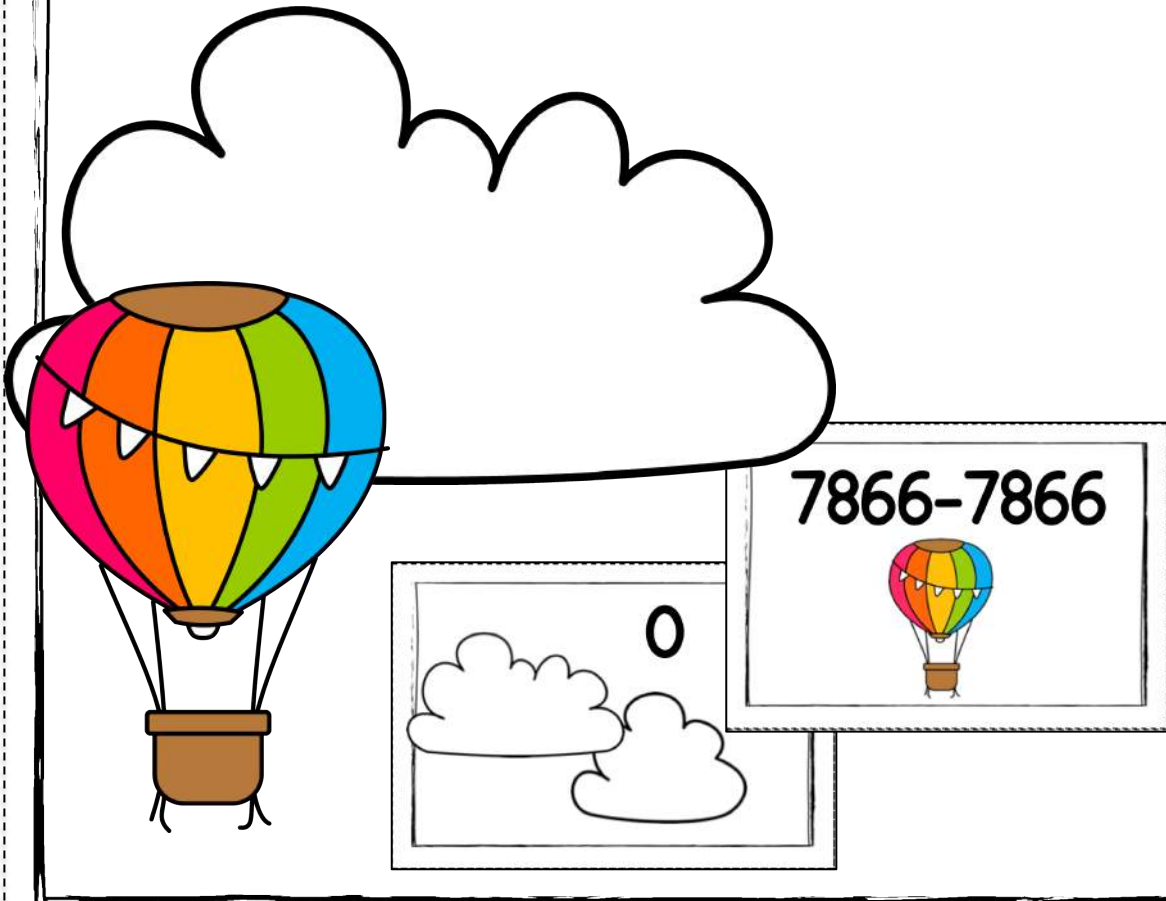
Preparation:

- Print and laminate task cards.
- Make copies of recording sheets (you may wish to have students record the answers in their notebooks instead).
- To set these up, I typically cut out the title and directions and paste them on either side of a piece of cereal box cardboard. I store the center pieces in small re-sealable bags, and then keep everything in a large re-sealable bag. I've made a video showing how I make and store the center pieces that you can watch by clicking here:

<https://www.youtube.com/watch?v=Z4EKxxCYnjo&feature=youtu.be>

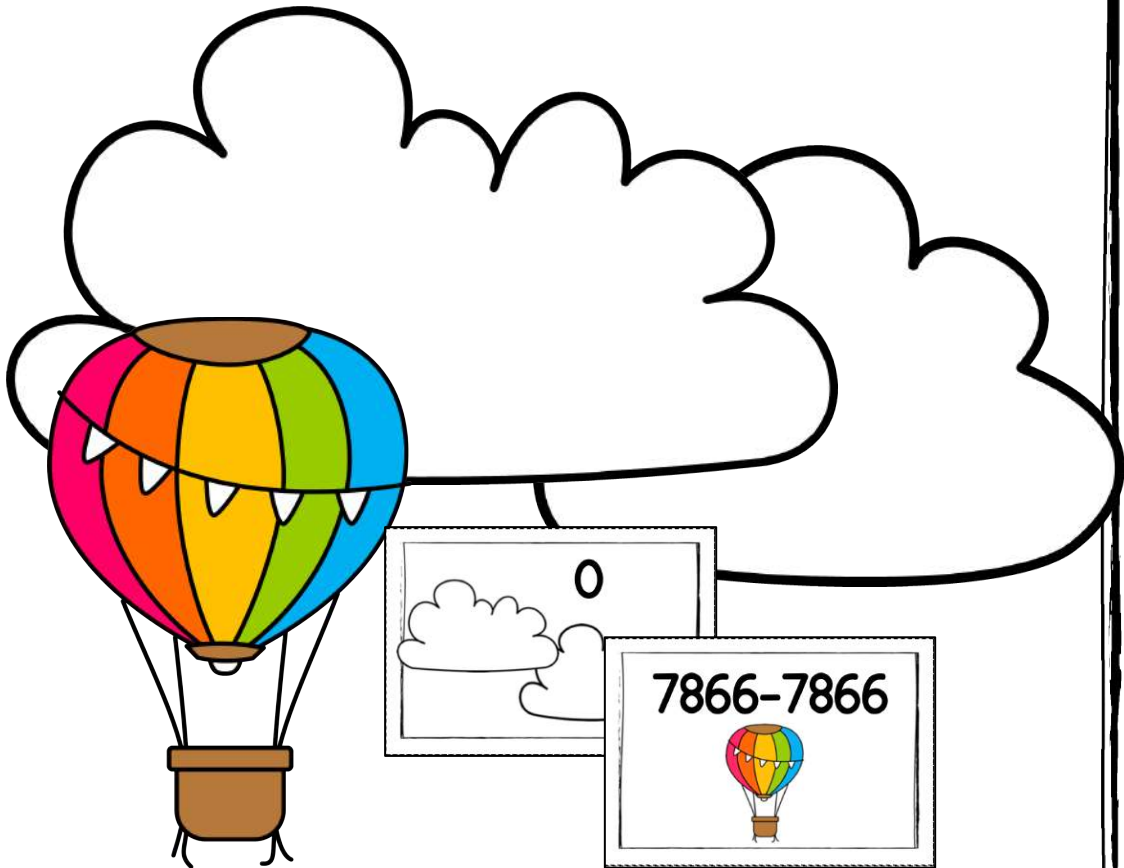
Hot Air Balloon Subtraction

Math Center



Directions

Choose an equation card. Read the equation and find the matching difference. Place the two cards together and record the equations on the recording sheet.



7866-7866



3546-0



1908-0



2745-2745



2654-1



9080-1



60-10



400-100



9000-1000



5000-1000



40-10



3000-1000



80-10



40-20



70-20



6000-2000



9000-2000



2462-2



8760-2



4357-3



8000-4



1321-3



8909-4



4500-3



0



3546



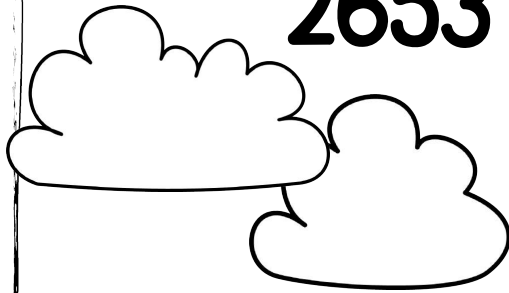
1908



0



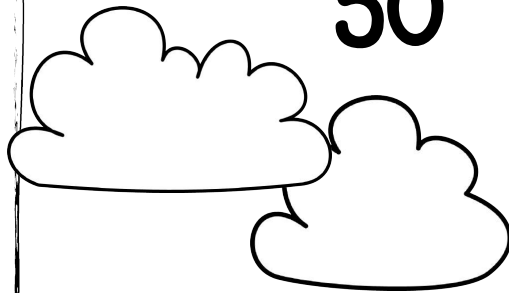
2653



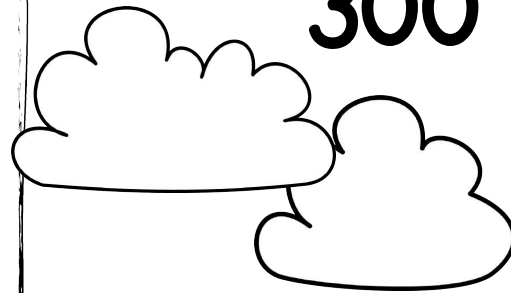
9079



50



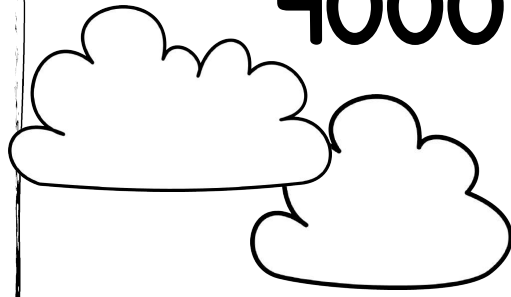
300



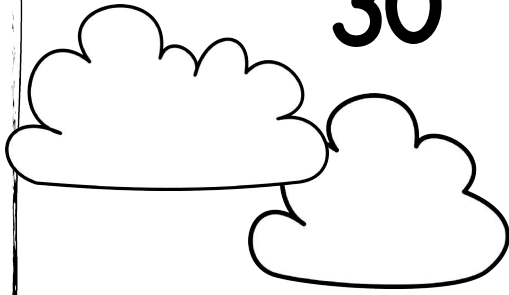
8000



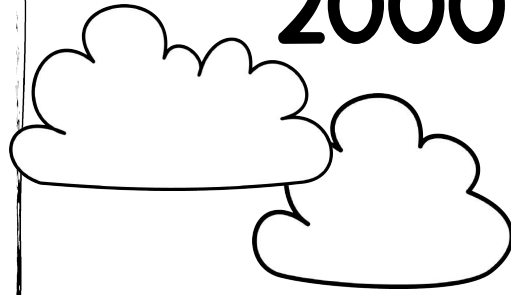
4000



30



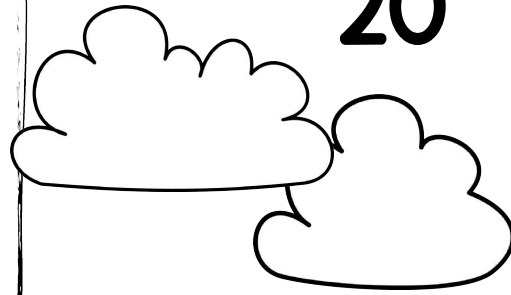
2000



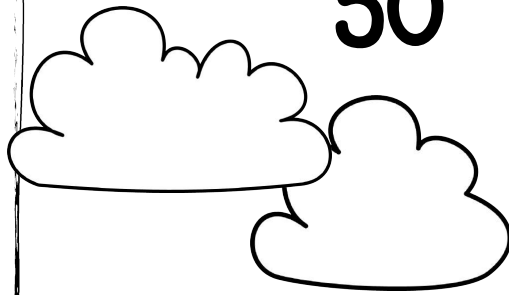
70



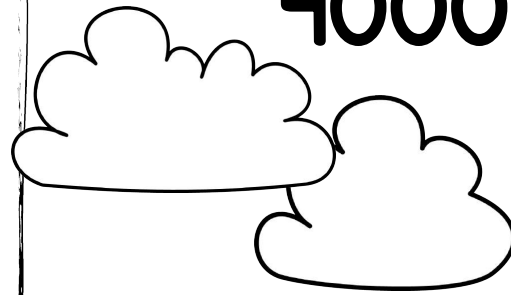
20



50



4000



7000



2460



8758



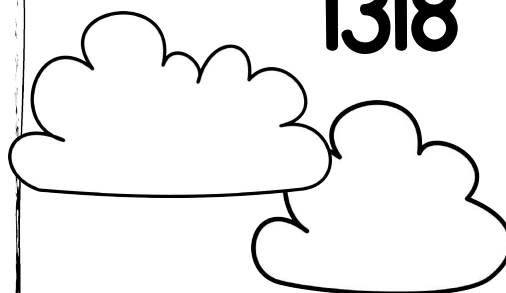
4354



7996



1318



8905



4497



Level #5: Counting Up

In Level 5, we learn about the Counting Up strategy. Counting Up is actually closely related to the Counting Back strategy that students learned in the last level.

Counting Up can be used when subtracting two numbers that are close together. Ideally the difference should be no larger than 4. For example, counting up would work well for an equation like $12-9$, but not for an equation like $12-4$.

To count up, we begin with the SMALLER number (the subtrahend) and count up towards the minuend. For example, for the equation $12-9$, we can start with 9 and then count up, "10, 11, 12." We counted up 3 numbers, so the answer is 3.

At the end of this level students will integrate the concept of "counting up" with the previous strategies that have been learned.

COUNTING UP

When you count up, you start with the **SMALL** number and count up.

EXAMPLE: $10 - 7 = \underline{3}$

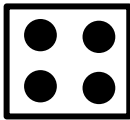
Say, "7." → Count up. →



We counted up by 3
numbers, so the answer
is 3!

Start with the smaller, underlined number and count up. As you count, draw dots in the square.

$190 - \underline{186} =$



$34 - \underline{31} =$



$8609 - \underline{8606} =$



$3555 - \underline{3552} =$



$210 - \underline{207} =$



$433 - \underline{429} =$



$510 - \underline{506} =$



$1131 - \underline{1129} =$



$1000 - \underline{999} =$



$600 - \underline{596} =$



$8004 - \underline{8002} =$



$588 - \underline{587} =$



Write 4 equations that you could use the counting up strategy for.

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

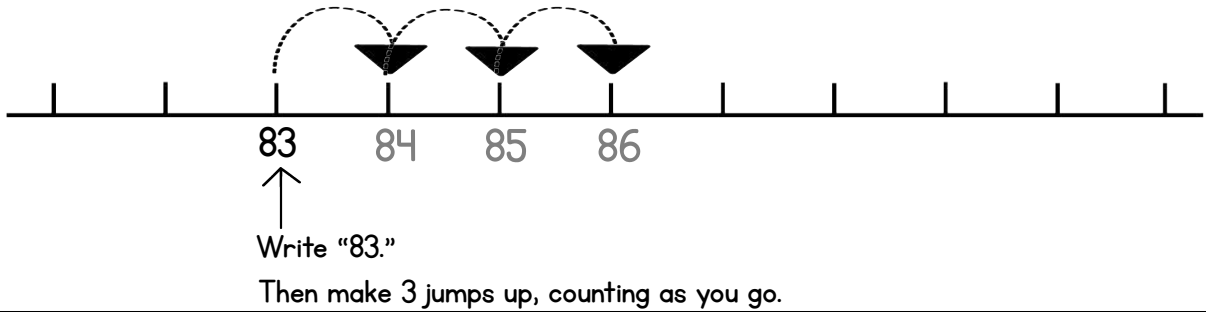
$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

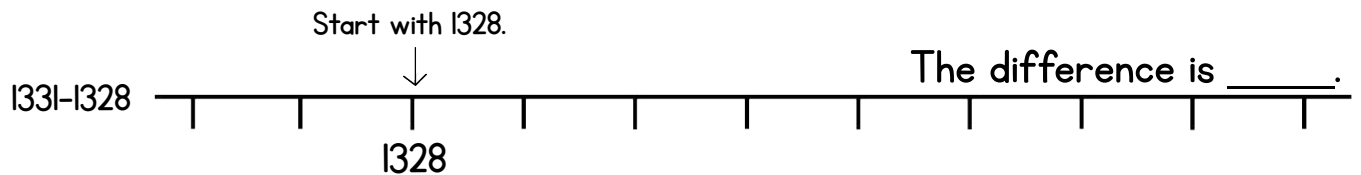
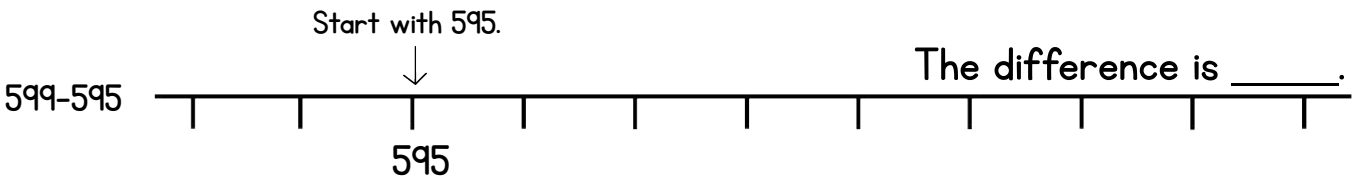
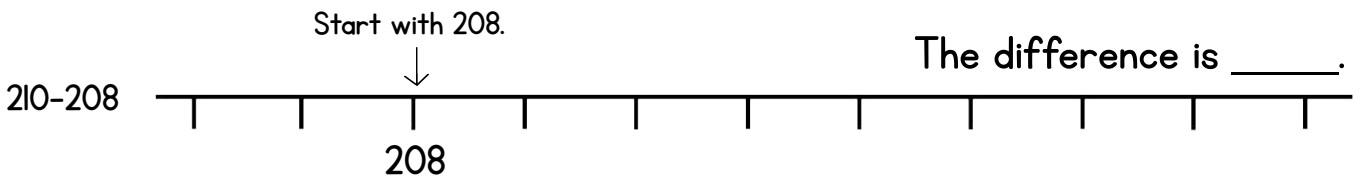
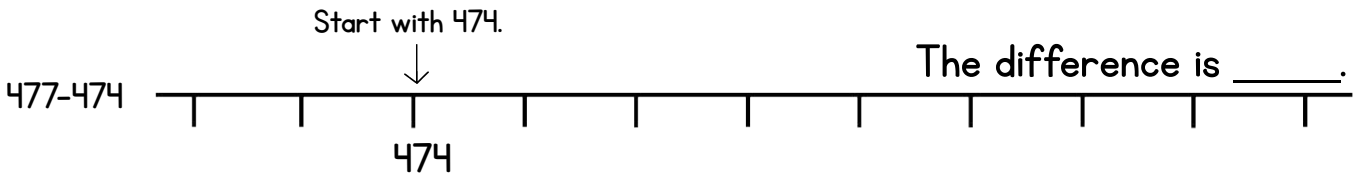
$\underline{\quad} - \underline{\quad} = \underline{\quad}$

COUNTING UP ON A Number Line

You can use a blank number line to help you count up. Let's try it for 86-83.



Use the number lines to count up.



CHOOSE THE BEST STRATEGY:

COUNT UP OR COUNT BACK?

Example: 23-4

To count back, we start with 23 and count back like this:

23...22, 21, 20, 19

To count up, we start with 4 and count up like this:

4...5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23

Which works better? counting back

Now it's your turn. Which strategy works best?

$4659-4656=$ _____

counting back

counting up

Why? _____

$2100-4=$ _____

counting back

counting up

Why? _____

$449-2=$ _____

counting back

counting up

Why? _____

$583-580=$ _____

counting back

counting up

Why? _____

LET'S PRACTICE

COUNTING UP!

Use the counting up strategy to solve each equation. If it helps you to use a number line, use the one below. If the difference is an ODD number, shade the box green. If the difference is an EVEN number, shade the box yellow.



$$9000 - 8999 = \underline{\quad}$$

$$6772 - 6769 = \underline{\quad}$$

$$678 - 677 = \underline{\quad}$$

$$1000 - 998 = \underline{\quad}$$

$$3210 - 3207 = \underline{\quad}$$

$$4656 - 4653 = \underline{\quad}$$

$$687 - 686 = \underline{\quad}$$

$$1234 - 1230 = \underline{\quad}$$

$$239 - 235 = \underline{\quad}$$

$$186 - 182 = \underline{\quad}$$

$$2477 - 2476 = \underline{\quad}$$

$$2599 - 2596 = \underline{\quad}$$

$$9894 - 9891 = \underline{\quad}$$

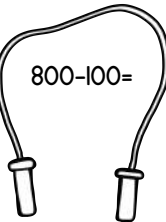
$$4527 - 4525 = \underline{\quad}$$

$$533 - 530 = \underline{\quad}$$

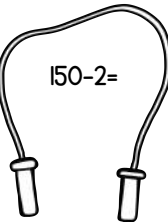
"Putting It All Together" Cut-and-Paste

5-E

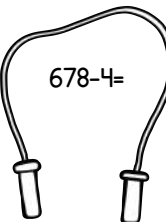
Use any strategy that you have learned to complete each equation.



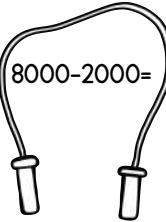
$800-100=$



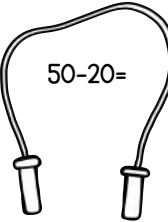
$150-2=$



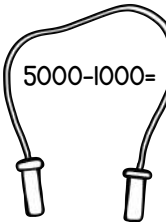
$678-4=$




$8000-2000=$



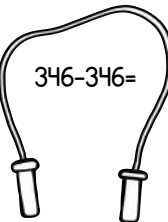
$50-20=$



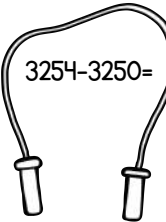
$5000-1000=$



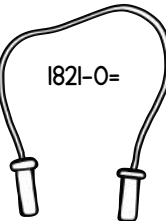
$5646-5643=$



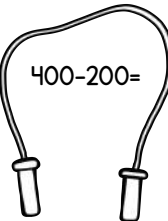
$346-346=$



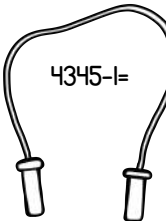
$3254-3250=$















$1821-0=$



$400-200=$



$4345-1=$

 0	 30	 1821	 674
 148	 4	 700	 200
 4344	 4000	 6000	 3

Level #6: Think Addition

Level 6 is one of the most important levels in the Subtraction Station so far. In this level, students will learn about the very important inverse relationship between addition and subtraction. Students will use known addition facts to solve subtraction equations, and learn about fact families.

Thinking Addition is a very effective strategy that students are going to use forever. Because subtraction is sometimes a difficult concept to master, having this strategy to fall back on is crucial.

At the end of this level students will integrate the concept of “thinking addition” with the previous strategies that have been learned.

THINKING ADDITION

Did you know that subtraction is the opposite of addition? Take a look!

$$25+7=32$$



We can use this
addition equation...

$$32-7=25$$



...to make this
subtraction equation.



Do you see how the
same numbers are
used?



Write the subtraction equation that is the opposite of each addition equation:

$2310+90=2400$

$\underline{2400} - \underline{\quad} = \underline{\quad}$

$1200+1200=2400$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$575+25=600$

$\underline{600} - \underline{\quad} = \underline{\quad}$

$1500+1400=2900$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$6702+1200=7902$

$\underline{7902} - \underline{\quad} = \underline{\quad}$

$2500+3500=6000$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$3810+1100=4910$

$\underline{4910} - \underline{\quad} = \underline{\quad}$

$185+300=485$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

Draw a line to match each addition equation with its opposite subtraction equation:

$346+1567=1913$

$480-230=250$

$2000+1300=3300$

$5030-320=4710$

$250+230=480$

$1913-1567=346$

$450+457=907$

$3300-1300=2000$

$4710+320=5030$

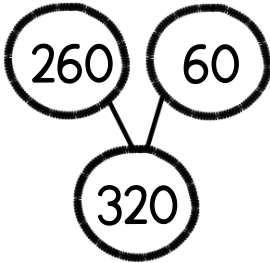
$5509-1000=4509$

$4509+1000=5509$

$907-457=450$

Let's Use NUMBER BONDS

We can use a number bond to write two addition equations and two related subtraction equations. Take a look!



$$260 + 60 = 320$$

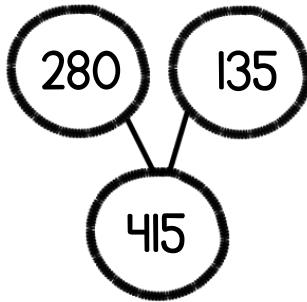
$$60 + 260 = 320$$



$$320 - 60 = 260$$

$$320 - 260 = 60$$

Now it's your turn!

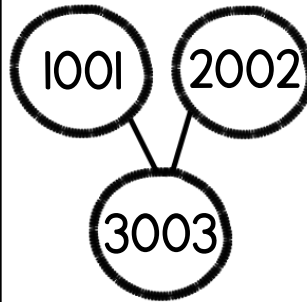


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

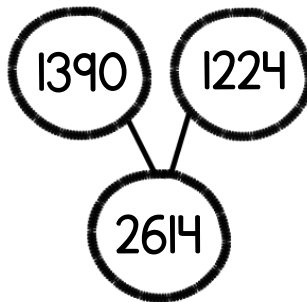


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

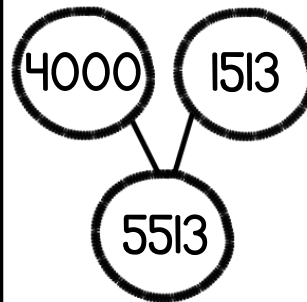


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

More NUMBER BONDS

Write two addition equations and two subtraction equations for each number bond.

$\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Create your own number bonds!

$\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$
 $\underline{\quad} - \underline{\quad} = \underline{\quad}$

THINK ABOUT IT

When you see a subtraction equation, you can THINK ADDITION.

$30-10=$ _____ \longrightarrow
THINK:
 \longrightarrow
 $20+10$ makes 30, so
 "What can I add to 10 to make 30?"
 \longrightarrow
 $30-10=20$

Now it's your turn!

$1000-500=$ _____ \longleftarrow THINK: What can I add to 500 to make 1000?

$990-90=$ _____ \longleftarrow THINK: What can I add to 90 to make 990?

$1456-56=$ _____ \longleftarrow THINK: What can I add to 56 to make 1456?

$8575-8000=$ _____ \longleftarrow THINK: What can I add to 8000 to make 8575?

$2500-300=$ _____

$4009-1000=$ _____

$250-50=$ _____

$5724-4000=$ _____

$1000-500=$ _____

$300-200=$ _____

$9800-800=$ _____

$579-9=$ _____

$600-550=$ _____

THINK ABOUT IT

Use the "think addition" strategy. If the difference is EVEN, shade the pencil yellow.

If the difference is ODD, shade the pencil green.

$140-130=$

$2143-2000=$

$88-80=$

$30-15=$

$100-80=$

$8004-4=$

$70-35=$

$150-25=$

$9020-9002=$

$240-100=$

$750-500=$

$4904-4=$

Write 3 different subtraction equations with a difference of 2300.

$_____ - _____ = _____$

$_____ - _____ = _____$

$_____ - _____ = _____$

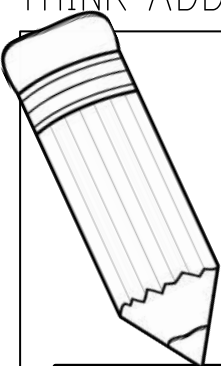
Write 3 different subtraction equations with a difference of 860.

$_____ - _____ = _____$

$_____ - _____ = _____$

$_____ - _____ = _____$

PUTTING IT ALL TOGETHER



Use any strategy that you have learned to solve the equations.

$500-100=$

$357-7=$

$5010-5006=$

$250-100=$

$1231-1229=$

$326-26=$

$255-253=$

$90-10=$

$5689-0=$

$1000-500=$

$5000-2000=$

$8765-4=$

$600-200=$

$3456-3=$

$4000-1000=$

$70-20=$

$450-50=$

$9000-1000=$

$2110-2110=$

$2145-4=$

Which two equations were the hardest to solve? Shade those boxes red.

Which two equations were the easiest to solve? Shade those boxes green.

For the Teacher

Level #7: Using Doubles

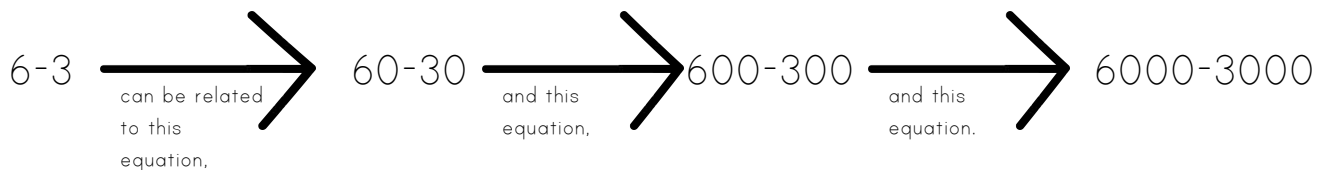
The “Using Doubles” strategy involves using what you know about the doubles addition facts to solve subtraction equations. For example, if you know that $4+4=8$, then the equation $8-4$ becomes easier to solve. Students can think, “I know that $4+4=8$, so $8-4=4$.”

In this level, students will begin by reviewing the addition doubles facts. If your students are not yet comfortable with the addition doubles, this needs to be practiced and mastered.

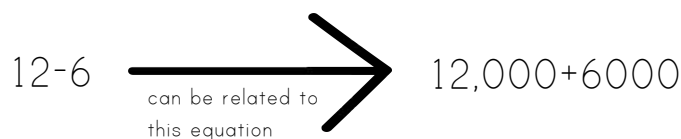
Once the addition review is complete, students will move into the using doubles strategy.

After this level’s brief review of doubles to 12, students will use their knowledge in order to extend the doubles equations to larger numbers in the 10’s, 100’s, and 1000’s.

For example, students can relate the following 3 equations:



This gets more difficult with equations such as the following (students will not work with equations that have a minuend greater than 10,000, such as $12,000-6000$):



At the end of this level students will integrate the concept of “using doubles” with the previous strategies that have been learned.

USING DOUBLES

Let's review the addition doubles facts!

$$\begin{array}{|c|} \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \bullet \\ \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \\ \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \\ \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \\ \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{\hspace{2cm}}$$

Use a doubles fact to complete each equation.

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 10$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 16$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 4$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 12$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$$

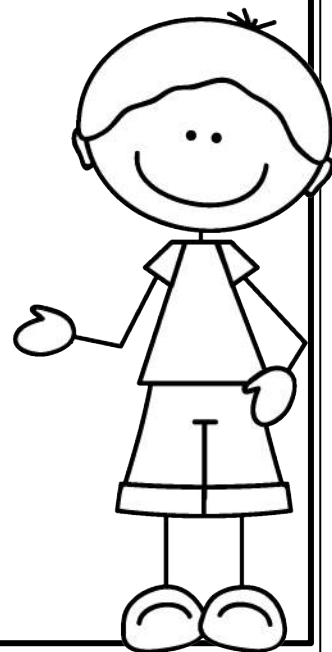
$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 2$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 8$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 18$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 14$$

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 6$$



USING DOUBLES

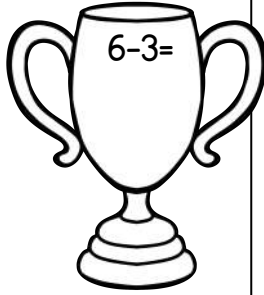
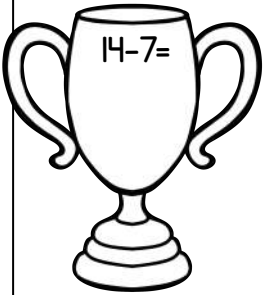
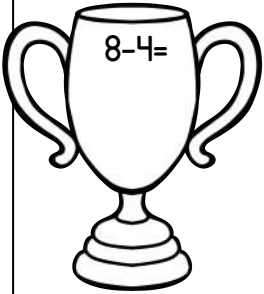
Did you know that you can use the addition doubles when you subtract? Take a look!

$10-5=$ _____



I know that $5+5=10$,
so $10-5=5$.

Use the doubles facts to solve these subtraction equations:



Lia has 18 pies to sell at the bake sale. So far she has sold half of them. How many more pies does she have to sell?

Show your work.

Write.

Let's Extend the Doubles

We can extend the "USING DOUBLES" strategy for other equations. Take a look at the equations below:

$6-3=3 \longrightarrow 60-30=30 \longrightarrow 600-300=300 \longrightarrow 6000-3000=3000$
 $8-4=4 \longrightarrow 80-40=40 \longrightarrow 800-400=400 \longrightarrow 8000-4000=4000$
 $2-1=1 \longrightarrow 20-10=10 \longrightarrow 200-100=100 \longrightarrow 2000-1000=1000$

Explain how knowing your doubles facts could help you with this equation: $8000-4000$.

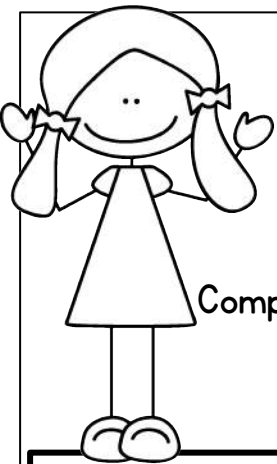
Fill in the blanks:

- $2-1=$ _____ \longrightarrow $20-10=$ _____ \longrightarrow $200-100=$ _____ \longrightarrow $2000-1000=$ _____
 $6-3=$ _____ \longrightarrow $60-30=$ _____ \longrightarrow $600-300=$ _____ \longrightarrow $6000-3000=$ _____
 $22-11=$ _____ \longrightarrow $220-110=$ _____ \longrightarrow $2200-1100=$ _____
 $12-6=$ _____ \longrightarrow $120-60=$ _____ \longrightarrow $1200-600=$ _____
 $4-2=$ _____ \longrightarrow $40-20=$ _____ \longrightarrow $400-200=$ _____ \longrightarrow $4000-2000=$ _____
 $8-4=$ _____ \longrightarrow $80-40=$ _____ \longrightarrow $800-400=$ _____ \longrightarrow $8000-4000=$ _____

There are 1400 people at the concert. Half of them leave. Now how many people are left?

Show your work.

Write.



Doubles NUMBER BONDS

Complete each number bond. Then write one addition equation and one subtraction equation for each one.

900	○	_____ + _____ = _____
1800		_____ - _____ = _____

12	○	_____ + _____ = _____
24		_____ - _____ = _____

○	400	_____ + _____ = _____
800		_____ - _____ = _____

○	2000	_____ + _____ = _____
4000		_____ - _____ = _____

○	500	_____ + _____ = _____
1000		_____ - _____ = _____

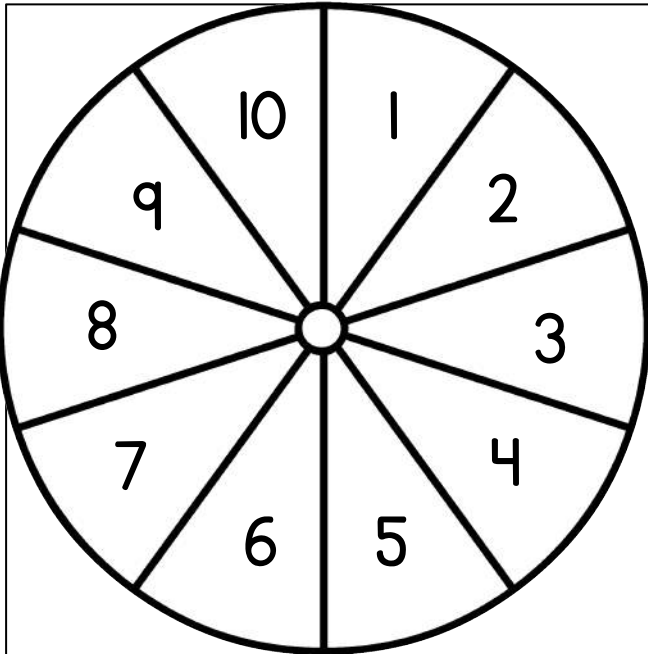
40	○	_____ + _____ = _____
80		_____ - _____ = _____

3000	○	_____ + _____ = _____
6000		_____ - _____ = _____

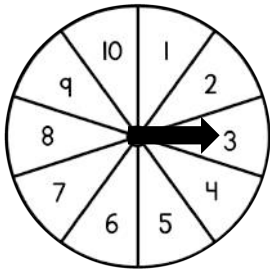
600	○	_____ + _____ = _____
1200		_____ - _____ = _____

Spin a Doubles EQUATION

Spin a number. Then write a "using doubles" equation using that number as the difference.



EXAMPLE:



$$6 - 3 = 3$$

↑
3 is the difference.

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

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$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

PUT IT ALL TOGETHER

Solve the equations. Use the strategy that works best for each one.

$346-4=$

$1000-500=$

$12-6=$



$2145-2145=$

$160-80=$

$800-400=$

$100-50=$

$500-200=$

$400-200=$

$4489-2=$

$14-7=$

$16-8=$

$5487-4=$

$1200-600=$

$1400-700=$

$600-300=$

$1600-800=$

$1234-1230=$

$80-20=$

$120-60=$

$2-1=$

$4000-2000=$

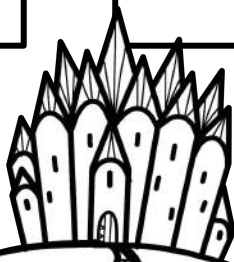
$60-30=$

$140-70=$

$22-11=$

$40-20=$

$6000-3000=$



For the Teacher

Level #8: Using Near Doubles

The “Near Doubles” strategy involves using what you know about the doubles plus one and doubles plus two addition facts. Just like the last strategy, this strategy is dependent on an excellent understanding of addition.

If a student is presented with an equation such as $7-3=$ ____, he could think, “I know that $3+3$ is 6, so $4+3$ is one more (7). The difference is 4.”

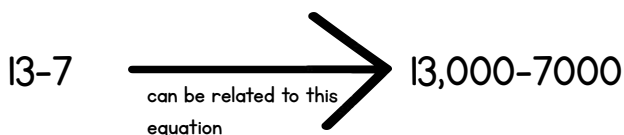
As another example, for the equation $12-5$, a student could think: “I know that $5+5=10$, so $7+5$ is 2 more (12). That means that $12-5=7$.”

In this level, students will begin by reviewing the “doubles plus one” and “doubles plus two” addition facts. Once the addition review is complete, students will move into the “using near doubles” subtraction strategy.

This strategy will be extended to the 10’s, 100’s, and 1000’s as well.



This gets more difficult with equations such as the following (students will not work with equations that have a sum greater than 10,000, such as $13,000-7000$):



DOUBLES PLUS ONE

Let's review the doubles plus one addition facts!

$1+2=$ _____ ← THINK: "I know that $1+1=2$, and then one more is 3."

$2+3=$ _____ ← THINK: "I know that $2+2=$ ____, and then one more is ____."

$3+4=$ _____ ← THINK: "I know that $3+3=$ ____, and then one more is ____."

$4+5=$ _____ ← THINK: "I know that $4+4=$ ____, and then one more is ____."

$5+6=$ _____ ← THINK: "I know that $5+5=$ ____, and then one more is ____."

$6+7=$ _____ ← THINK: "I know that $6+6=$ ____, and then one more is ____."

$7+8=$ _____ ← THINK: "I know that $7+7=$ ____, and then one more is ____."

$8+9=$ _____ ← THINK: "I know that $8+8=$ ____, and then one more is ____."

$9+10=$ _____ ← THINK: "I know that $9+9=$ ____, and then one more is ____."

$10+11=$ _____ ← THINK: "I know that $10+10=$ ____, and then one more is ____."

DOUBLES PLUS TWO

Let's review the doubles plus two addition facts!

$1+3=$ _____ ← THINK: "I know that $1+1=2$, and then two more is 4."

$2+4=$ _____ ← THINK: "I know that $2+2=$ ____, and then two more is ____."

$3+5=$ _____ ← THINK: "I know that $3+3=$ ____, and then two more is ____."

$4+6=$ _____ ← THINK: "I know that $4+4=$ ____, and then two more is ____."

$5+7=$ _____ ← THINK: "I know that $5+5=$ ____, and then two more is ____."

$6+8=$ _____ ← THINK: "I know that $6+6=$ ____, and then two more is ____."

$7+9=$ _____ ← THINK: "I know that $7+7=$ ____, and then two more is ____."

$8+10=$ _____ ← THINK: "I know that $8+8=$ ____, and then two more is ____."

$9+11=$ _____ ← THINK: "I know that $9+9=$ ____, and then two more is ____."

$10+12=$ _____ ← THINK: "I know that $10+10=$ ____, and then two more is ____."

FACT FAMILIES WITH NEAR DOUBLES

Complete the fact family for each near double.

$4+6=10$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$9+10=19$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$10+11=21$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$6+8=14$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$5+7=12$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$8+9=17$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$3+5=8$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$4+5=9$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$
$\underline{\quad} + \underline{\quad} = \underline{\quad}$	$\underline{\quad} - \underline{\quad} = \underline{\quad}$

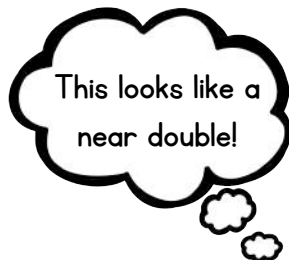
Now that you know that $9-4=5$, could you figure out this equation: $900-400=\underline{\quad}?$

Explain how you could figure it out:

SUBTRACTING WITH NEAR DOUBLES

Did you know that you can use the doubles plus one and doubles plus two facts when you subtract?

$12-5=$



I know that $5+5=10$,
and $5+7=12$. So
 $12-5=7!$

Solve each equation. If the equation is a “using doubles” equation, shade the box yellow. If the equation is a “using near doubles” equation, shade the box green.

$11-5=$

$16-8=$

$20-9=$

$22-11=$

$20-10=$

$12-5=$

$9-5=$

$10-4=$

$13-7=$

$24-12=$

$7-3=$

$18-9=$

EXTRA CHALLENGE!

Use what you know about the near doubles facts to solve these equations.

$90-40=$

$400-100=$

$600-200=$

$700-300=$

$800-300=$

$500-200=$

$300-100=$

$40-10=$

$50-20=$

$100-40=$

$70-30=$

$60-20=$

Let's Extend the Near Doubles

We can extend the "USING NEAR DOUBLES" strategy for other equations. Take a look at the equations below:

$$9-4=5 \longrightarrow 90-40=50 \longrightarrow 900-400=500 \longrightarrow 9000-4000=5000$$

$$8-3=5 \longrightarrow 80-30=50 \longrightarrow 800-300=500 \longrightarrow 8000-3000=5000$$

$$7-3=4 \longrightarrow 70-30=40 \longrightarrow 700-300=400 \longrightarrow 7000-3000=4000$$

Explain how knowing your 'near doubles' facts could help you with this equation: $7000-3000$.

Fill in the blanks:

$$7-4= \underline{\quad} \longrightarrow 70-40= \underline{\quad} \longrightarrow 700-400= \underline{\quad} \longrightarrow 7000-4000= \underline{\quad}$$

$$8-3= \underline{\quad} \longrightarrow 80-30= \underline{\quad} \longrightarrow 800-300= \underline{\quad} \longrightarrow 8000-3000= \underline{\quad}$$

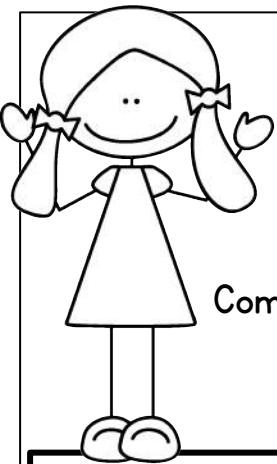
$$9-4= \underline{\quad} \longrightarrow 90-40= \underline{\quad} \longrightarrow 900-400= \underline{\quad} \longrightarrow 9000-4000= \underline{\quad}$$

$$5-2= \underline{\quad} \longrightarrow 50-20= \underline{\quad} \longrightarrow 500-200= \underline{\quad} \longrightarrow 5000-2000= \underline{\quad}$$

The restaurant has enough meat to make 700 hamburgers. This week they sold 300 hamburgers. How many more hamburgers can they make?

Show your work.

Write.



Near Doubles NUMBER BONDS

Complete each number bond. Then write two addition equations and two subtraction equations for each.

400	○	_____ + _____ = _____
		_____ + _____ = _____
900		_____ - _____ = _____
		_____ - _____ = _____

7	○	_____ + _____ = _____
		_____ + _____ = _____
13		_____ - _____ = _____
		_____ - _____ = _____

○	200	_____ + _____ = _____
		_____ + _____ = _____
500		_____ - _____ = _____
		_____ - _____ = _____

○	11	_____ + _____ = _____
		_____ + _____ = _____
23		_____ - _____ = _____
		_____ - _____ = _____

○	400	_____ + _____ = _____
		_____ + _____ = _____
700		_____ - _____ = _____
		_____ - _____ = _____

30	○	_____ + _____ = _____
		_____ + _____ = _____
80		_____ - _____ = _____
		_____ - _____ = _____

12	○	_____ + _____ = _____
		_____ + _____ = _____
25		_____ - _____ = _____
		_____ - _____ = _____

30	○	_____ + _____ = _____
		_____ + _____ = _____
70		_____ - _____ = _____
		_____ - _____ = _____

PUTTING IT ALL TOGETHER

Equation Hunt

Subtract any two numbers that are touching. Remember to use the big number first.

Shade them in and write the equation (with the difference) in the box.

5	400	2526	12	100	60	20	20	4459	30
148	200	1	5	900	12	3245	3245	4	10
0	5000	2000	70	100	6	148	321	320	30
1000	500	100	20	14	7000	14	3359	1	70
3000	700	300	3333	0	2000	7	21	10	8000
2000	40	10	300	100	6000	1000	60	20	1000

148-0=148

6000-1000=5000

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

Bonus Activity - Teacher Instructions

Include this activity at the end of Level 8 in your Subtraction Station.

This activity integrates the strategies that students have already learned up to this point.

Overview:

In this Bonus Activity, students choose a task card, subtract the numbers, and record the equations in their notebook or on the recording sheet.

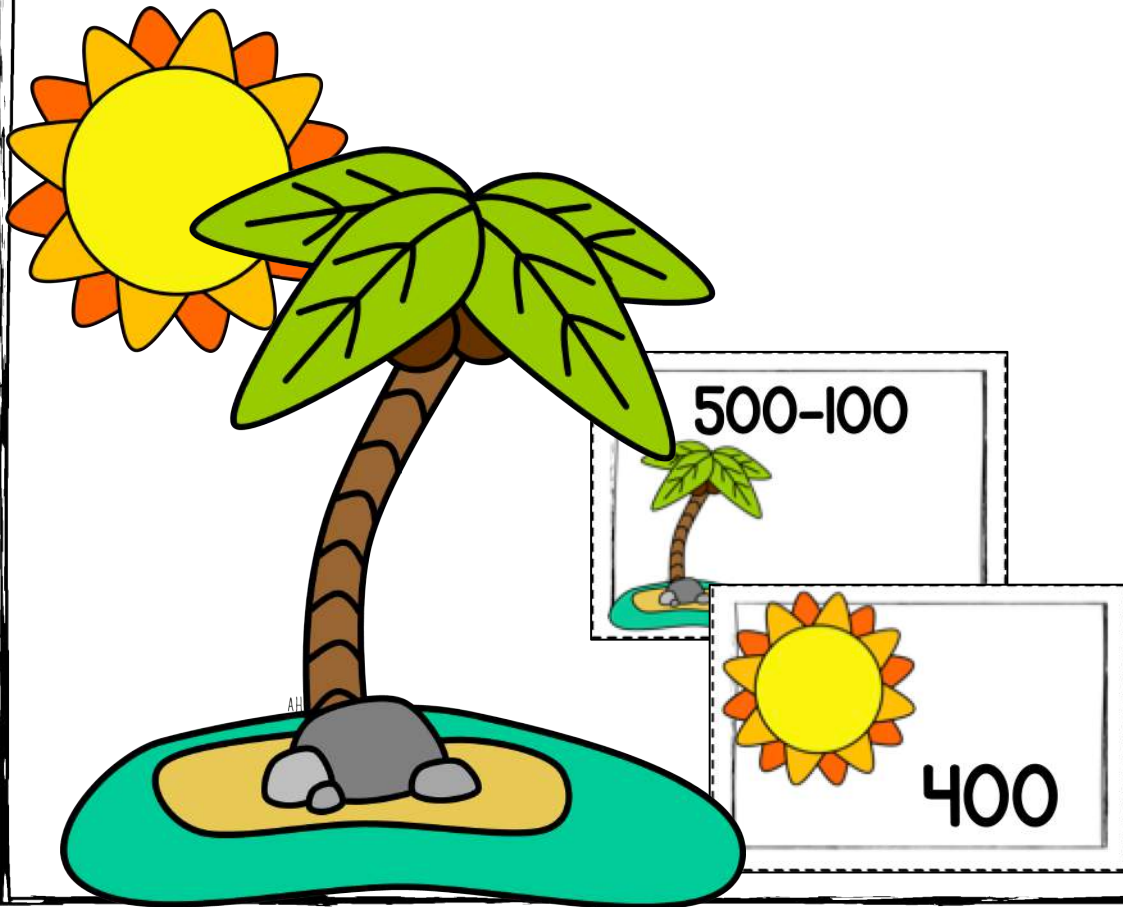
Preparation:

- Print and laminate task cards.
- Make copies of recording sheets (you may wish to have students record the answers in their notebooks instead).
- To set these up, I typically cut out the title and directions and paste them on either side of a piece of cereal box cardboard. I store the center pieces in small re-sealable bags, and then keep everything in a large re-sealable bag. I've made a video showing how I make and store the center pieces that you can watch by clicking here:

<https://www.youtube.com/watch?v=Z4EKxxCYnjo&feature=youtu.be>

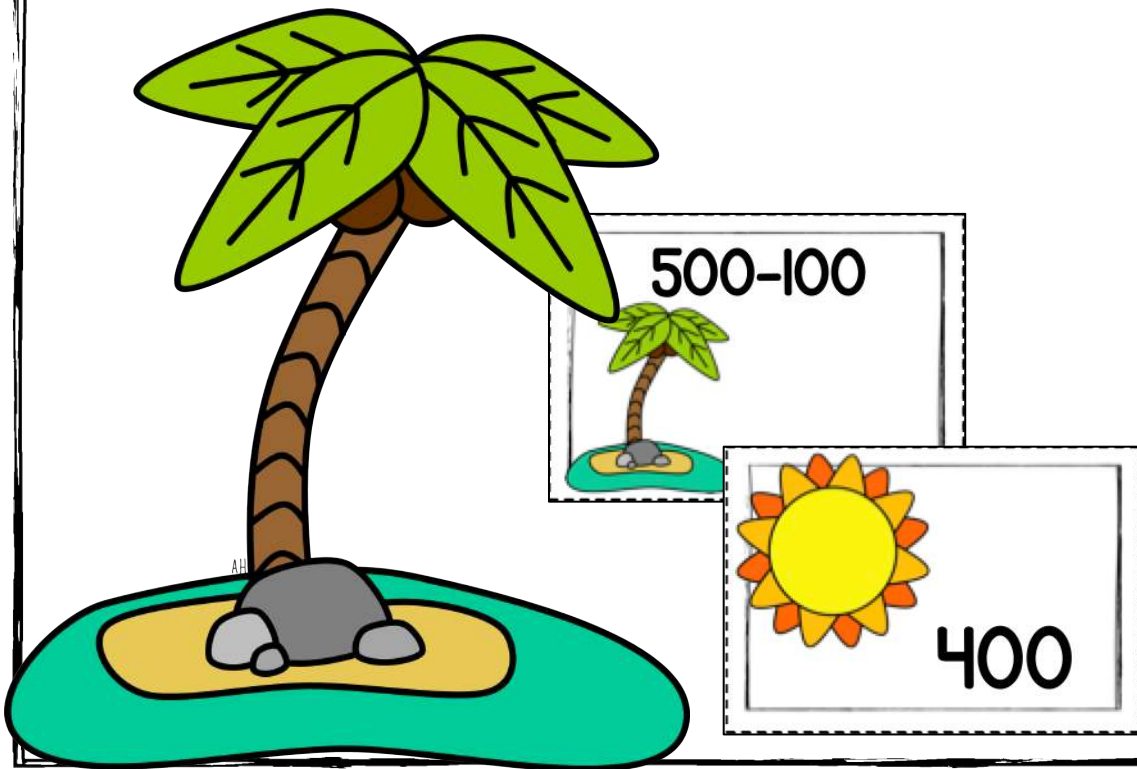
Beach Day
Subtraction

Math Center

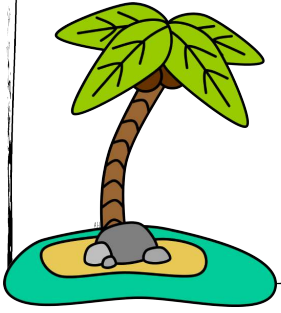


Directions

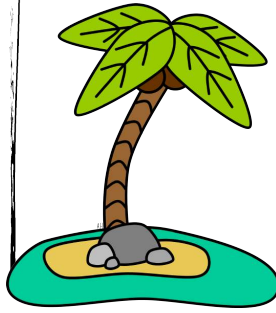
Choose an equation card. Read the equation and find the matching difference. Place the two cards together and record the equations on the recording sheet.



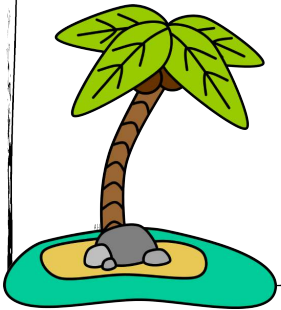
7462-7462



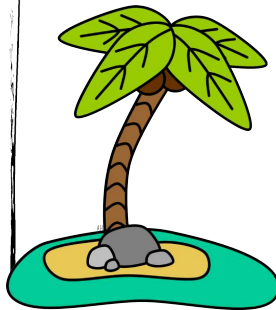
9008-0



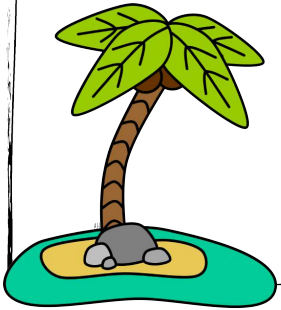
500-100



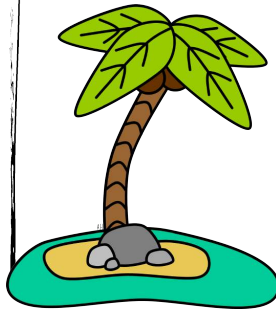
3000-1000



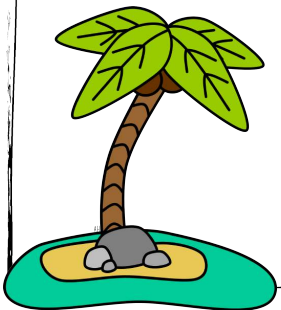
9000-1000



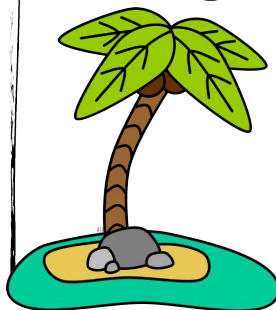
4561-2



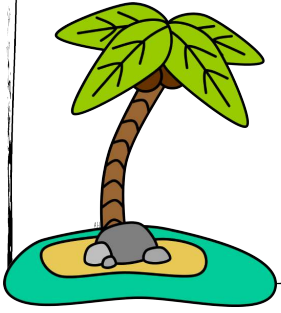
800-200



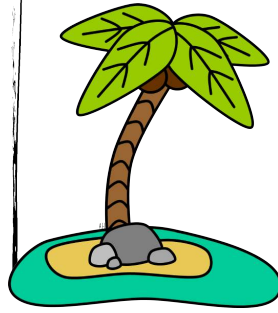
50-20



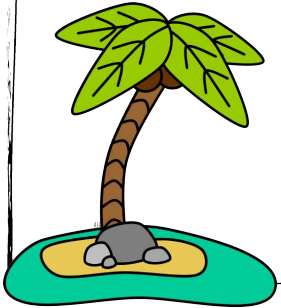
$4578-4$



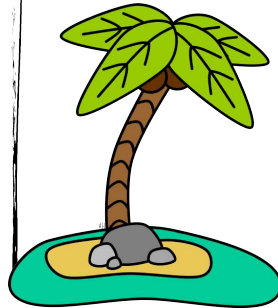
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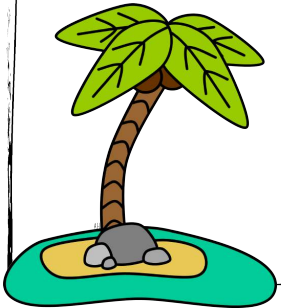
$549-546$



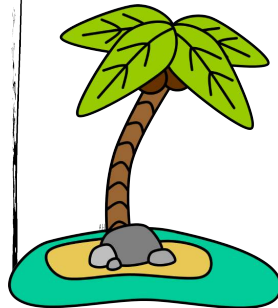
$321-319$



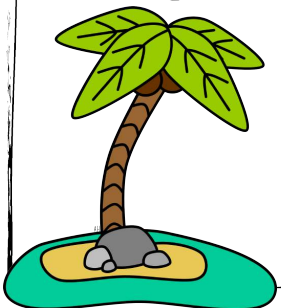
$1734-1730$



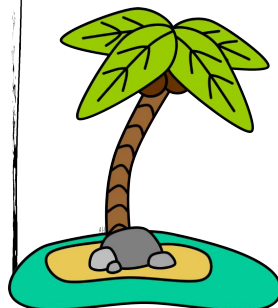
$3240-40$



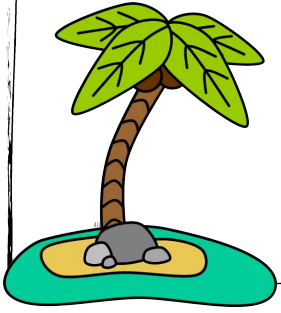
$7500-500$



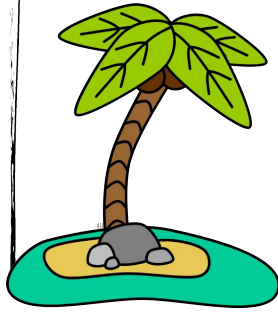
$18-9$



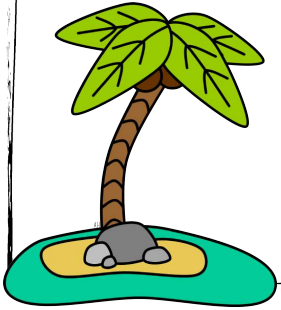
14-7



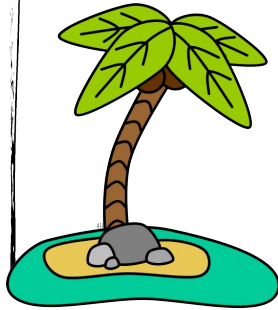
1000-500



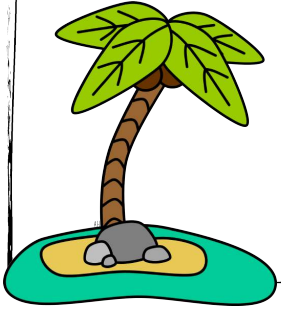
1600-800



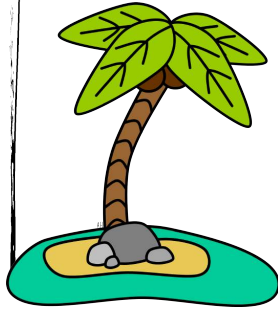
800-400



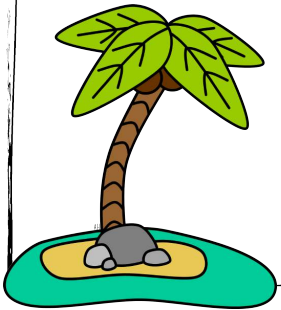
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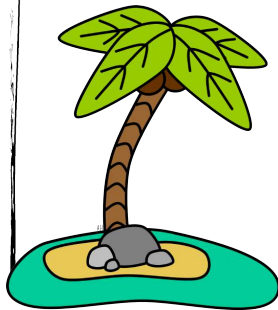
900-500

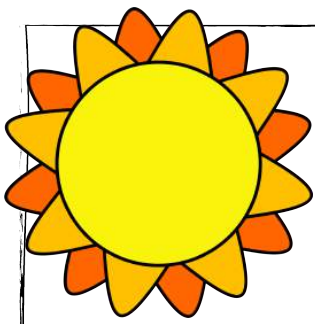


70-30

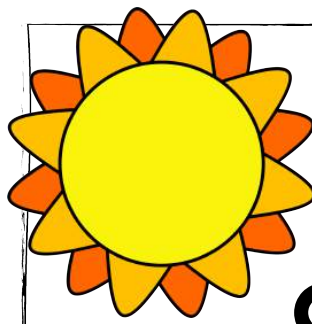


5000-3000

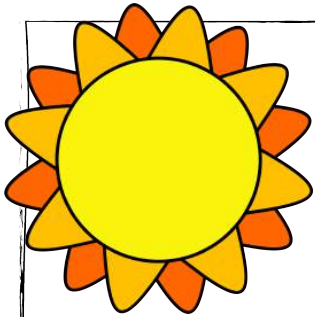




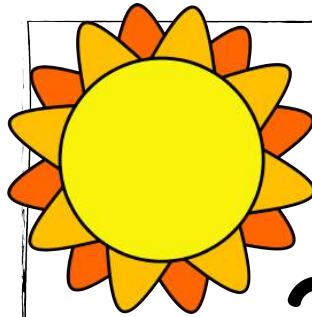
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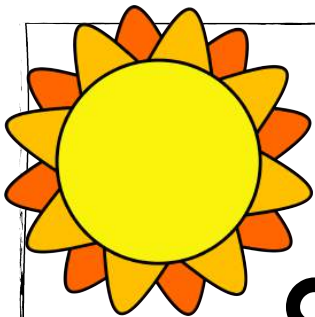
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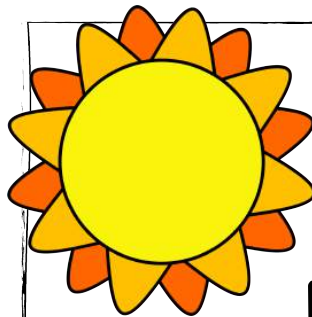
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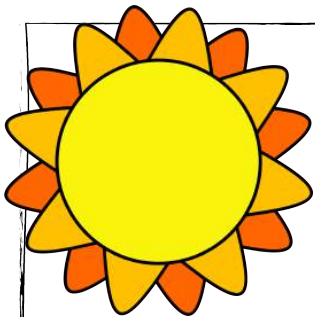
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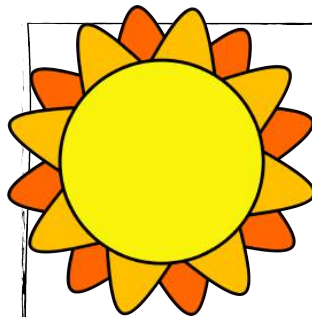
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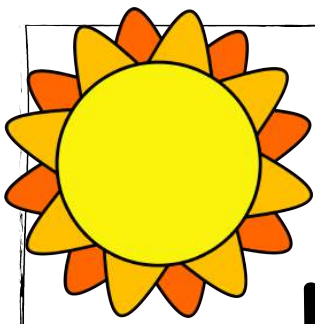
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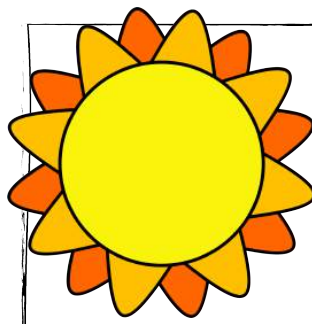
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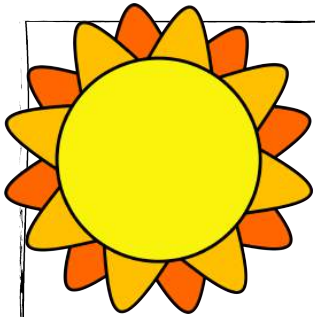
30



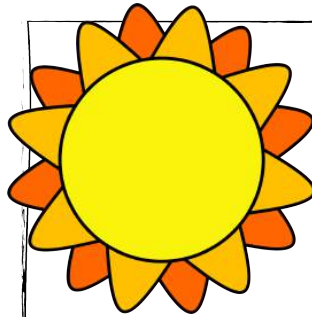
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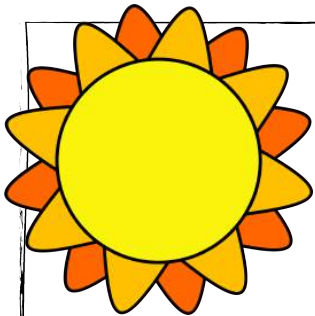
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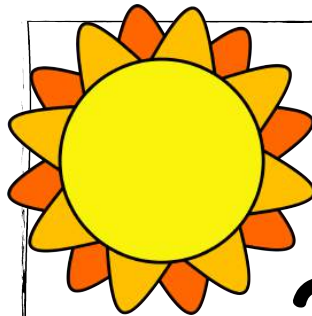
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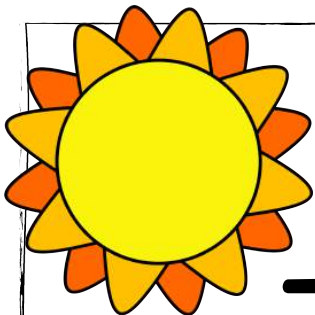
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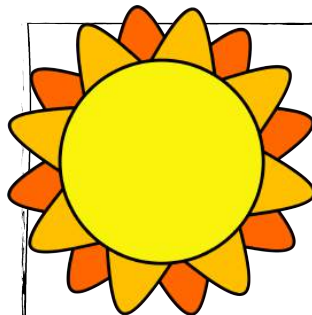
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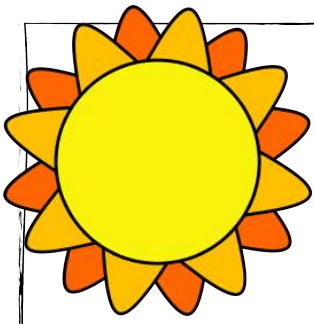
3200



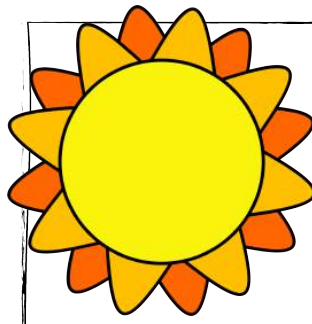
7000



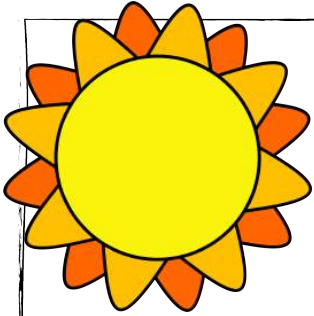
9



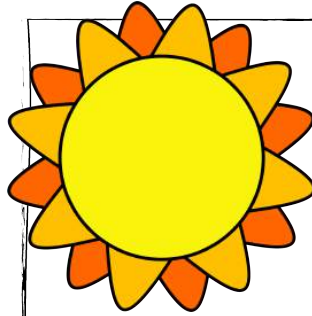
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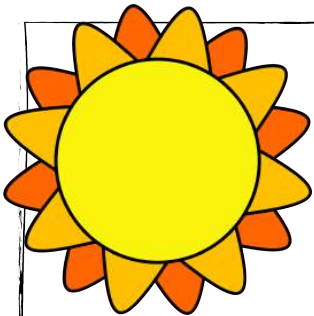
500



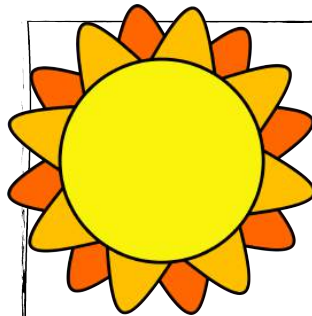
800



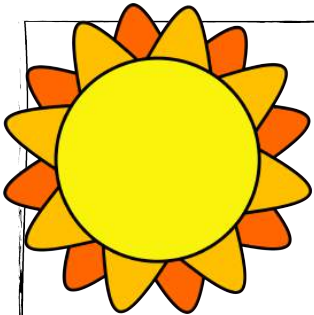
400



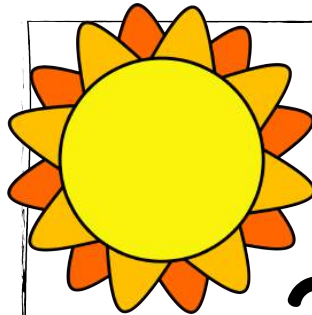
9



400



40



2000

For the Teacher

Strategy #9: Using Combinations of 10 and Multiples of 10

In this level, students will begin by reviewing the making 10 addition facts, and expand on that by practicing facts that can be added to make a multiple of 10. Then they will move on to subtraction, relating the subtraction facts to what they already know about addition.

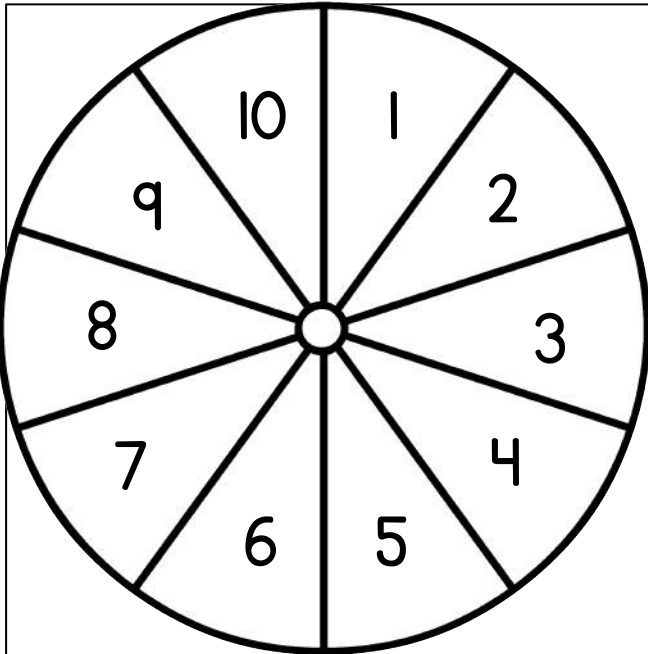
For example, for the equation $10-6=$ ____, students can think, "I know that $4+6=10$, so the difference is 4." For an equation such as $70-8=$ ____, students can think, "I know that $62+8=70$, so $70-8=62$."

At the end of this level students will integrate the concept of "using combinations of 10 and multiples of 10" with the previous strategies that have been learned.

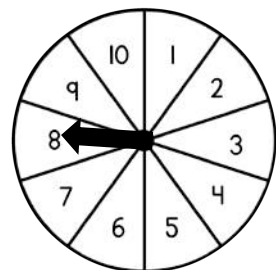
Spin and SOLVE

to make multiples of 10

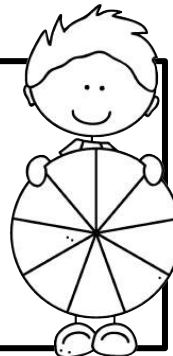
Spin a number. Write it in the first box. Then solve the equation .



EXAMPLE:



$$\boxed{8} + \boxed{2} = 10$$



$$\boxed{} + \boxed{} = 10$$

$$\boxed{} + \boxed{} = 80$$

$$\boxed{} + \boxed{} = 10$$

$$\boxed{} + \boxed{} = 30$$

$$\boxed{} + \boxed{} = 10$$

$$\boxed{} + \boxed{} = 60$$

$$\boxed{} + \boxed{} = 80$$

$$\boxed{} + \boxed{} = 10$$

$$\boxed{} + \boxed{} = 10$$

$$\boxed{} + \boxed{} = 10$$

$$\boxed{} + \boxed{} = 10$$

$$\boxed{} + \boxed{} = 20$$

$$\boxed{} + \boxed{} = 20$$

$$\boxed{} + \boxed{} = 40$$

$$\boxed{} + \boxed{} = 10$$



MAKING MULTIPLES OF 10

Complete each equation with any numbers.

10- ___ = ___

10- ___ = ___

10- ___ = ___

10- ___ = ___

10- ___ = ___

20- ___ = ___

20- ___ = ___

20- ___ = ___

20- ___ = ___

20- ___ = ___

30- ___ = ___

30- ___ = ___

30- ___ = ___

30- ___ = ___

30- ___ = ___

40- ___ = ___

40- ___ = ___

40- ___ = ___

40- ___ = ___

40- ___ = ___

50- ___ = ___

50- ___ = ___

50- ___ = ___

50- ___ = ___

50- ___ = ___

60- ___ = ___

60- ___ = ___

60- ___ = ___

60- ___ = ___

60- ___ = ___

70- ___ = ___

70- ___ = ___

70- ___ = ___

70- ___ = ___

70- ___ = ___

80- ___ = ___

80- ___ = ___

80- ___ = ___

80- ___ = ___

80- ___ = ___

90- ___ = ___

90- ___ = ___

90- ___ = ___

90- ___ = ___

90- ___ = ___

PROBLEM SOLVING WITH MULTIPLES OF 10

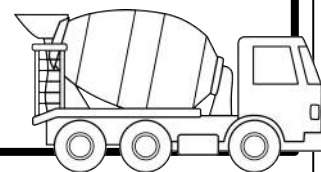
Mr. Williams asks his 30 students if they are happy or sad. 28 of them say that they are happy, and the rest are sad. How many students are sad?

Show your work:



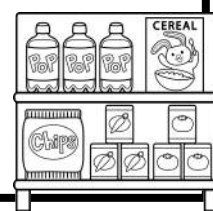
The construction crew is fixing the sidewalks. There is a total of 50 meters of sidewalk to fix. So far they have fixed 9 meters. How many meters of sidewalk are left?

Show your work:



There were 40 cans of tomato sauce on the shelf, but 6 of them have been sold already. How many cans of tomato sauce are left?

Show your work:





USING COMBINATIONS OF TEN AND MULTIPLES OF 10

Use what you know about combinations of 10 and multiples of 10 to solve these equations. If the difference is EVEN, shade the box green. If the difference is ODD, shade the box red.

$80-6=$

$60-7=$

$70-9=$

$60-8=$

$20-7=$

$90-5=$

$50-5=$

$30-4=$

$30-9=$

$40-8=$

$10-7=$

$50-7=$

$10-5=$

$70-6=$

$20-5=$

$30-4=$

$40-5=$

$60-5=$

$40-2=$

$10-2=$

MORE, LESS, SAME

> more than

< less than

= same

$50-8 \quad \square \quad 60-4$

$6758-6754 \quad \square \quad 10-6$

$6000-3000 \quad \square \quad 7000-2000$

$3568-4 \quad \square \quad 3600-50$

$900-200 \quad \square \quad 705-6$

$377-377 \quad \square \quad 400-200$

$500-200 \quad \square \quad 900-400$

$447-7 \quad \square \quad 457-50$

Write 3 equations that have a difference between 245 and 745.

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

Write 3 equations that have a difference between 1000 and 2000.

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$

For the Teacher

Strategy #10: Using Combinations of 100 and 1000

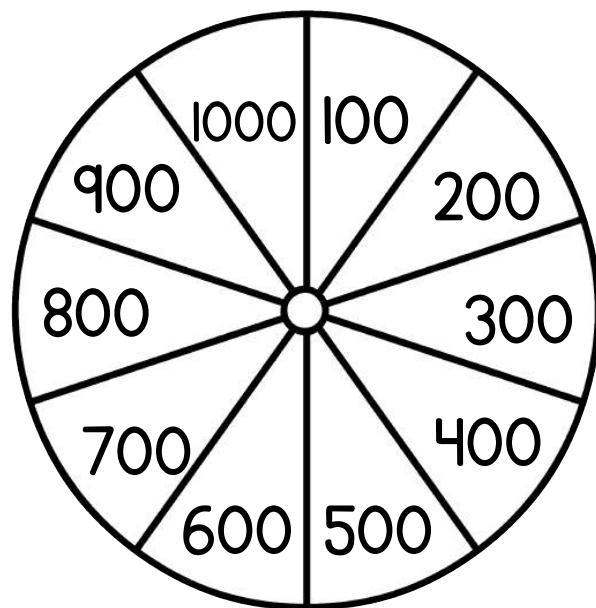
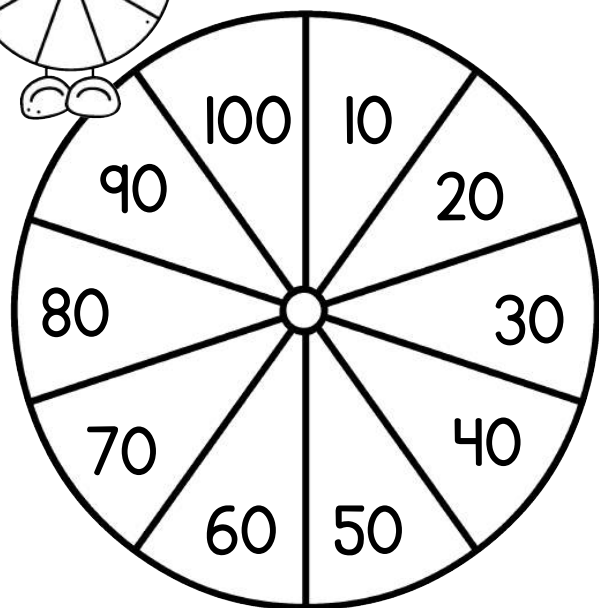
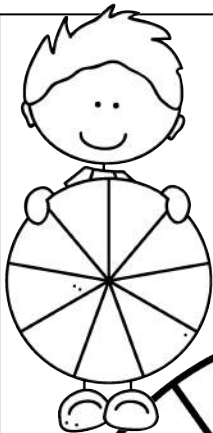
In this level, students will begin by reviewing the making 100 and 1000 addition facts. Then they will move on to subtraction, relating the subtraction facts to what they already know about addition.

For example, for the equation $100-60=$ ____, students can think, "I know that $40+60=100$, so the difference is 40." For an equation such as $1000-700=$ ____, students can think, "I know that $300+700=1000$, so the answer is 300."

At the end of this level students will integrate this strategy with the previous strategies that have been learned.

Spin and Solve

Spin a number. Write it in the first box. Then solve the equation .



$$\boxed{} + \boxed{} = 100$$

$$\boxed{} + \boxed{} = 100$$

$$\boxed{} + \boxed{} = 100$$

$$\boxed{} + \boxed{} = 100$$

$$\boxed{} + \boxed{} = 100$$

$$\boxed{} + \boxed{} = 100$$

$$\boxed{} + \boxed{} = 100$$

$$\boxed{} + \boxed{} = 1000$$

$$\boxed{} + \boxed{} = 1000$$

$$\boxed{} + \boxed{} = 1000$$

$$\boxed{} + \boxed{} = 1000$$

$$\boxed{} + \boxed{} = 1000$$

$$\boxed{} + \boxed{} = 1000$$

$$\boxed{} + \boxed{} = 1000$$



MAKING MULTIPLES OF 100 AND 1000

Complete each equation with any numbers. Be sure to challenge yourself! Put a star beside the equations that were extra challenging to solve.

$100 - \underline{\quad\quad} = \underline{\quad\quad}$

$100 - \underline{\quad\quad} = \underline{\quad\quad}$

$100 - \underline{\quad\quad} = \underline{\quad\quad}$

$100 - \underline{\quad\quad} = \underline{\quad\quad}$

$100 - \underline{\quad\quad} = \underline{\quad\quad}$

$100 - \underline{\quad\quad} = \underline{\quad\quad}$

$100 - \underline{\quad\quad} = \underline{\quad\quad}$

$100 - \underline{\quad\quad} = \underline{\quad\quad}$

$100 - \underline{\quad\quad} = \underline{\quad\quad}$

$100 - \underline{\quad\quad} = \underline{\quad\quad}$

$1000 - \underline{\quad\quad} = \underline{\quad\quad}$

$1000 - \underline{\quad\quad} = \underline{\quad\quad}$

$1000 - \underline{\quad\quad} = \underline{\quad\quad}$

$1000 - \underline{\quad\quad} = \underline{\quad\quad}$

$1000 - \underline{\quad\quad} = \underline{\quad\quad}$

$1000 - \underline{\quad\quad} = \underline{\quad\quad}$

$1000 - \underline{\quad\quad} = \underline{\quad\quad}$

$1000 - \underline{\quad\quad} = \underline{\quad\quad}$

$1000 - \underline{\quad\quad} = \underline{\quad\quad}$

$1000 - \underline{\quad\quad} = \underline{\quad\quad}$

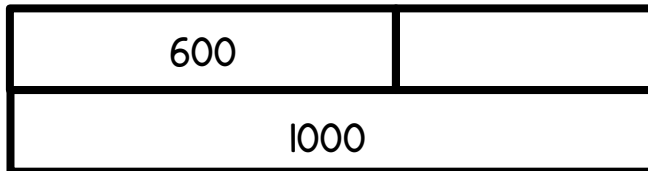
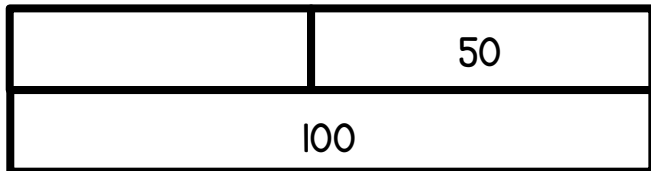
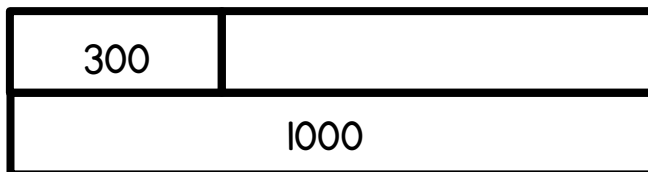
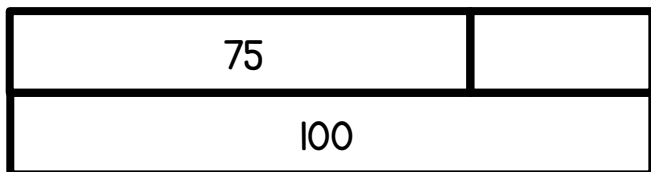
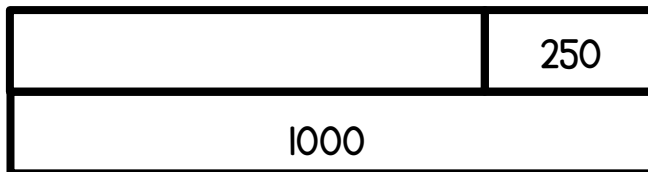
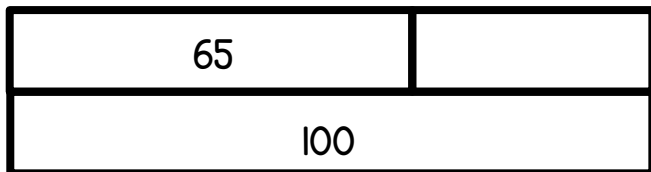
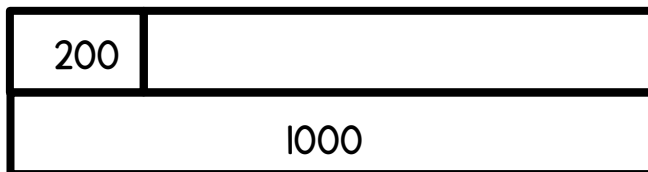
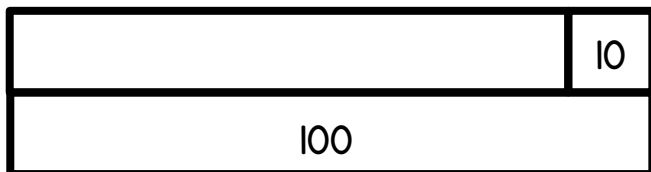
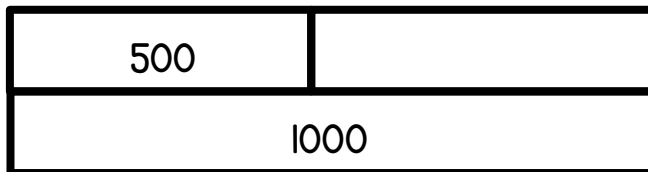
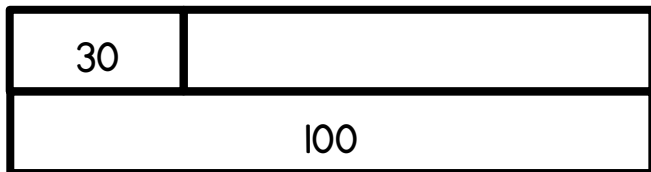
Solve the problem:

1000 people are expected to come to the craft sale. So far 400 people have come. How many more people are expected to show up?

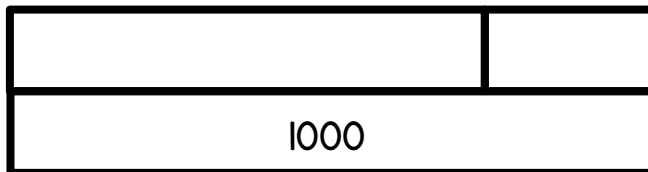
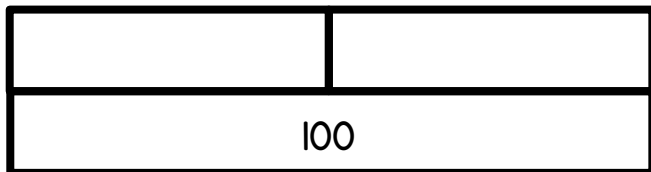
Show your work:

PART-PART-WHOLE WITH MULTIPLES OF 100 AND 1000

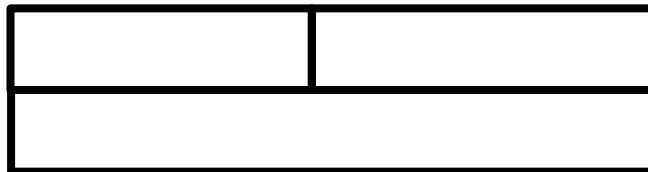
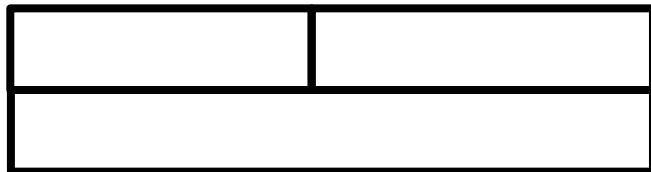
Complete each part-part-whole representation.



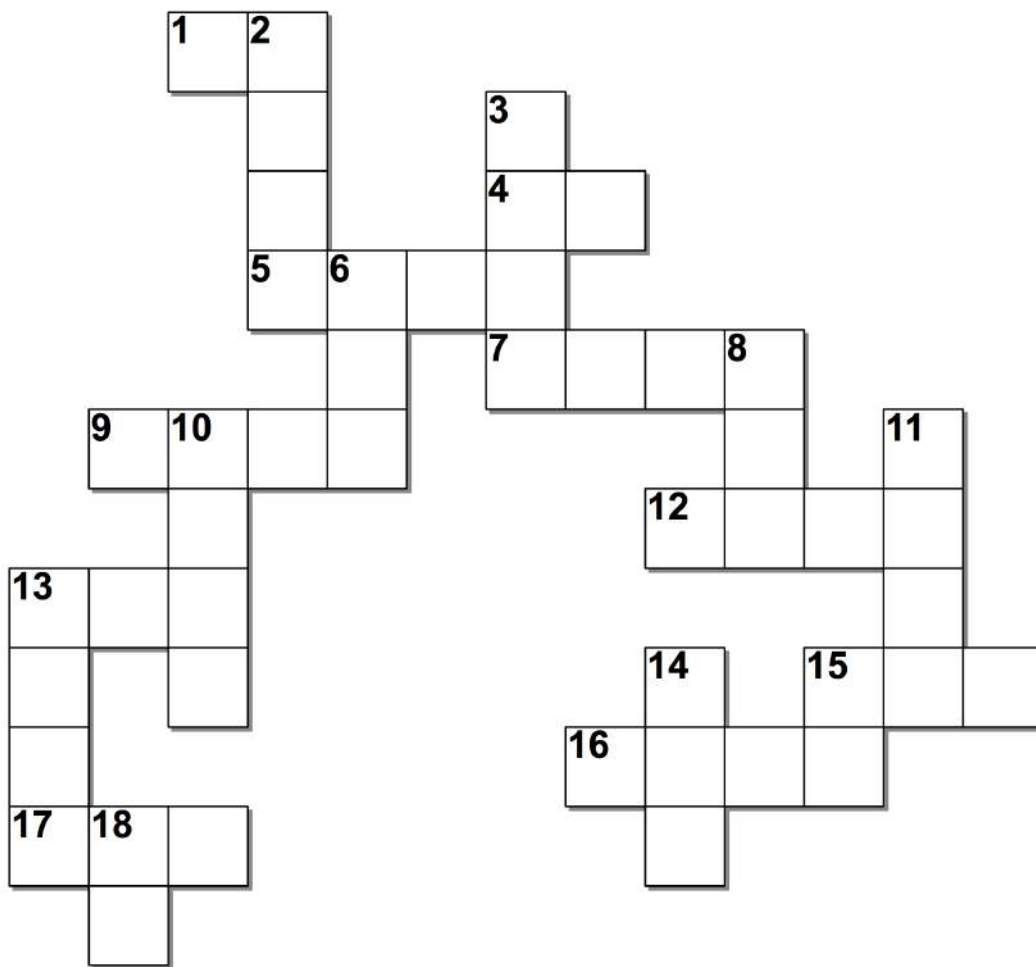
Fill in both parts. What do you think each part represents?



Create two of your own part-part-whole representations.



PUTTING IT ALL TOGETHER CROSS-NUMBER PUZZLE



Across:

- 1. 24-12
- 4. 100-60
- 5. 6592-0
- 7. 9837-3
- 9. 1292-2
- 12. 6000-3000
- 13. 453-1
- 15. 1000-400
- 16. 4000-2000
- 17. 778-100

Down:

- 2. 2360-4
- 3. 3432-3
- 6. 800-500
- 8. 800-400
- 10. 2529-4
- 11. 9000-1000
- 13. 4468-2
- 14. 1000-300
- 15. 120-60
- 18. 130-60

For the Teacher

Strategy #11: BACK to a Friendly Number

In Math, the number 10 is so important. We use the number 10 to understand other numbers, as well as for a baseline when we are performing operations such as addition and subtraction. This strategy is one of these instances where we use 10.

In this level of the Subtraction Station, we are going to begin by focusing on decomposing numbers that lead to the number 10. For example, in the equation $15-6$, we can think of the 6 as a 5 and a 1. So first we do $15-5$ to make a 10, and then subtract one more to make 9.

After working with 10, students will extend this learning to decompose to get to any friendly number – for example: 20, 30, 40, or 100.

For example, for $24-7$, students could think, “ $24-4=20$, and then -3 more makes 17.” This will introduce students to the fact that this same strategy can be extended to any set of numbers.

*****This is a difficult concept, and I encourage you to do several small group mini-lessons with it. It is also a great idea to use manipulatives such as base 10 blocks to illustrate how we decompose the second number.****

At the end of this level students will integrate the concept of “back to a friendly number” with the previous strategies that have been learned.

Getting To A Friendly Number

Friendly numbers are numbers that are easy to work with, such as 10, 20, 30, or 40. What do we have to take away to complete each equation and get to a friendly number?

EXAMPLE:

$$34 - \underline{\quad} = 30 \longrightarrow 34 - \underline{4} = 30$$



Now it's your turn!

$$87 - \underline{\quad} = 80$$

$$36 - \underline{\quad} = 30$$

$$116 - \underline{\quad} = 100$$

$$28 - \underline{\quad} = 20$$

$$64 - \underline{\quad} = 60$$

$$53 - \underline{\quad} = 50$$

$$110 - \underline{\quad} = 100$$

$$45 - \underline{\quad} = 40$$

$$68 - \underline{\quad} = 60$$

$$99 - \underline{\quad} = 90$$

$$105 - \underline{\quad} = 100$$

$$85 - \underline{\quad} = 80$$

Draw a picture to represent this equation:

$$47 - 7 = 40$$

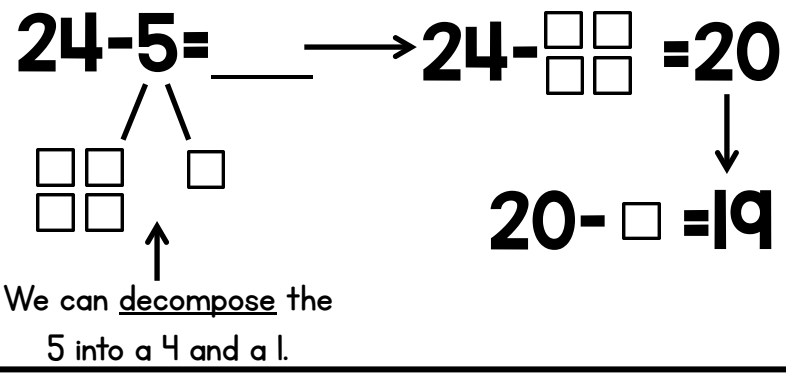
Draw a picture to represent this equation:

$$114 - 14 = 100$$

Learning to Decompose

Now let's use what we know about getting back to a friendly number to subtract.

EXAMPLE:



First take away 4 to get to 20.

Then take away 1 more.

Now it's your turn!

$32-5$ $32-\square\square =$ \longrightarrow $30-\square\square\square =$ Get to 30. Take away 3 more.	$32-5=$
---	---------

$65-6$ $65-\square\square\square =$ \longrightarrow $60-\square =$ Get to 60. Take away 1 more.	$65-6=$
--	---------

$14-8$ $14-\square\square\square =$ \longrightarrow $10-\square\square =$ Get to 10. Take away 4 more.	$14-8=$
---	---------

$71-4$ $71-\square =$ \longrightarrow $70-\square\square\square =$ Get to 70. Take away 3 more.	$71-4=$
--	---------

$76-8$ $76-\square\square\square\square =$ \longrightarrow $70-\square\square =$ Get to 70. Take away 2 more.	$76-8=$
--	---------

Practice Decomposing

Practice decomposing the second number (the subtrahend) to solve these equations.

Use the empty space to show your work.

$$25 - 8 = \underline{\quad}$$

$$72 - 6 = \underline{\quad}$$

$$81 - 5 = \underline{\quad}$$

$$53 - 5 = \underline{\quad}$$

$$82 - 6 = \underline{\quad}$$

$$44 - 7 = \underline{\quad}$$

$$98 - 9 = \underline{\quad}$$

$$45 - 8 = \underline{\quad}$$

$$32 - 6 = \underline{\quad}$$

Explain how you would solve this equation by decomposing the 5.

$$43 - 5 = \underline{\quad}$$

Do you think you could use this same strategy to solve this equation?

$$102 - 5 = \underline{\quad}$$

How?

100 Is A Friendly Number

The number 100 is a FRIENDLY NUMBER because it is easy to work with.

$109 - \underline{\quad} = 100$

$113 - \underline{\quad} = 100$

$125 - \underline{\quad} = 100$

$111 - \underline{\quad} = 100$

$103 - \underline{\quad} = 100$

$107 - \underline{\quad} = 100$

$110 - \underline{\quad} = 100$

$122 - \underline{\quad} = 100$

$105 - \underline{\quad} = 100$

$108 - \underline{\quad} = 100$

$101 - \underline{\quad} = 100$

$112 - \underline{\quad} = 100$

$106 - \underline{\quad} = 100$



Let's use the "back to a friendly number" strategy to get back to 100!

$$\begin{array}{c}
 102-6 \xrightarrow{\quad} 102-2 = \underline{\quad} \xrightarrow{\quad} 100-4 = \underline{\quad} \\
 \begin{array}{l} / \quad \backslash \\ 2 \quad 4 \end{array} \\
 \begin{array}{c} \uparrow \\ \text{Get to 100.} \end{array} \qquad \begin{array}{c} \uparrow \\ \text{Take away 4 more.} \end{array}
 \end{array}$$

$102-6 = \underline{\quad}$

$$\begin{array}{c}
 107-9 \xrightarrow{\quad} 107-7 = \underline{\quad} \xrightarrow{\quad} 100-2 = \underline{\quad} \\
 \begin{array}{l} / \quad \backslash \\ 7 \quad 2 \end{array} \\
 \begin{array}{c} \uparrow \\ \text{Get to 100.} \end{array} \qquad \begin{array}{c} \uparrow \\ \text{Take away 2 more.} \end{array}
 \end{array}$$

$107-9 = \underline{\quad}$

$$\begin{array}{c}
 104-7 \xrightarrow{\quad} 104-4 = \underline{\quad} \xrightarrow{\quad} 100-3 = \underline{\quad} \\
 \begin{array}{l} / \quad \backslash \\ 4 \quad 3 \end{array} \\
 \begin{array}{c} \uparrow \\ \text{Get to 100.} \end{array} \qquad \begin{array}{c} \uparrow \\ \text{Take away 3 more.} \end{array}
 \end{array}$$

$104-7 = \underline{\quad}$

Practice Getting Back To 100

Now let's keep decomposing to get to 100!

$$104 - 9 = \underline{\quad}$$

/ \

$$101 - 4 = \underline{\quad}$$

/ \

$$108 - 11 = \underline{\quad}$$

/ \

$$110 - 12 = \underline{\quad}$$

/ \

$$103 - 7 = \underline{\quad}$$

/ \

$$107 - 10 = \underline{\quad}$$

/ \

$$108 - 12 = \underline{\quad}$$

/ \

$$112 - 15 = \underline{\quad}$$

/ \

$$102 - 9 = \underline{\quad}$$

/ \

BONUS!

You can use this same strategy for so many different equations. Just go back to the nearest "friendly number" and then subtract the rest. Try it!

$$134 - 7 \longrightarrow 134 - 4 = \underline{\quad} \longrightarrow 130 - 3 = \underline{\quad}$$

/ \

4 3

↑
Get to 130. (That's a friendly number!)

↑
Take away 3 more.

$$134 - 7 = \underline{\quad}$$

$$122 - 11 \longrightarrow 122 - 2 = \underline{\quad} \longrightarrow 120 - 9 = \underline{\quad}$$

/ \

2 9

↑
Get to 120. (That's a friendly number!)

↑
Take away 9 more.

$$122 - 11 = \underline{\quad}$$

Friendly Number CHALLENGE

Find the difference for each equation. Use the "back to a friendly number" strategy.

$$56 - 7 = \underline{\quad}$$

/ \

$$33 - 5 = \underline{\quad}$$

/ \

$$71 - 6 = \underline{\quad}$$

/ \

$$125 - 7 = \underline{\quad}$$

/ \

$$42 - 3 = \underline{\quad}$$

/ \

$$162 - 4 = \underline{\quad}$$

/ \

$$134 - 14 = \underline{\quad}$$

/ \

$$87 - 9 = \underline{\quad}$$

/ \

$$164 - 12 = \underline{\quad}$$

/ \

$$122 - 4 = \underline{\quad}$$

/ \

$$112 - 7 = \underline{\quad}$$

/ \

$$56 - 8 = \underline{\quad}$$

/ \

Explain how you would solve this equation by decomposing the 7.

$$152 - 7 = \underline{\quad}$$

Putting It All Together: Bubble Gum Subtraction

$24-7=$

$100-75=$

$545-541=$

$1000-200=$

$2209-3=$

$576-4=$

$15-8=$

$1426-2=$

$3131-3131=$

$600-300=$

$390-1=$

$10-4=$

$134-7=$

$1000-997=$

$30-24=$

$245-9=$

$800-400=$

$46-9=$

$650-50=$

$80-10=$

$123-5=$

$4290-0=$

$100-60=$

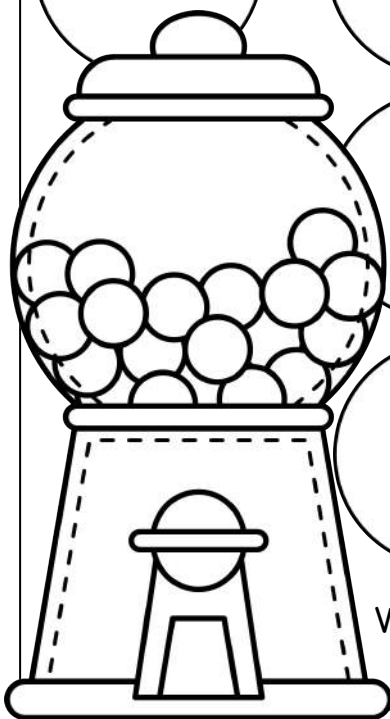
$100-20=$

$22-11=$

$1000-500=$

$972-6=$

$125-75=$



Which equations were really EASY to solve? Shade them red.

For the Teacher

Strategy #12: UP to a Friendly Number

The strategy “Up to a Friendly Number” is closely related to the previous strategy that we learned – “Back to a Friendly Number.” The difference is that in this case we count up instead of back.

For example, for the equation $34-28$, we will start with the number 28. First we'll count up 2 to get to 30, and then 4 more to get to 34. 2 and 4 makes 6, so the difference is 6.

Here's another example: $301-96$. We start at 96 and first count up by 4 to get to 100. Then we'll add another 201 to get to 301. $4+201$ is 205, so the difference is 205.

*****This is a difficult concept, and I encourage you to do several small group mini-lessons with it.****

At the end of this level students will integrate the concept of “up to a friendly number” with the previous strategies that have been learned.

Going UP To A Friendly Number

Let's practice going UP to the nearest friendly number. Fill in the blank to complete each equation.

EXAMPLE:

$$22 + \underline{\quad} = 30 \longrightarrow 22 + \underline{8} = 30$$



Now it's your turn!

$$54 + \underline{\quad} = 60$$

$$101 + \underline{\quad} = 110$$

$$35 + \underline{\quad} = 40$$

$$71 + \underline{\quad} = 80$$

$$128 + \underline{\quad} = 130$$

$$244 + \underline{\quad} = 250$$

$$176 + \underline{\quad} = 180$$

$$22 + \underline{\quad} = 30$$

$$53 + \underline{\quad} = 60$$

$$91 + \underline{\quad} = 100$$

$$422 + \underline{\quad} = 430$$

$$674 + \underline{\quad} = 680$$

Now complete each equation by adding something to make the nearest friendly number.

$$43 + \underline{\quad} = \underline{\quad}$$

$$156 + \underline{\quad} = \underline{\quad}$$

$$789 + \underline{\quad} = \underline{\quad}$$

$$21 + \underline{\quad} = \underline{\quad}$$

$$85 + \underline{\quad} = \underline{\quad}$$

$$113 + \underline{\quad} = \underline{\quad}$$

$$104 + \underline{\quad} = \underline{\quad}$$

$$93 + \underline{\quad} = \underline{\quad}$$

$$17 + \underline{\quad} = \underline{\quad}$$

Going UP To Subtract

Let's learn how we can go up to a friendly number to subtract.

EXAMPLE: $24-18=$ ___ \longrightarrow $18+\square\square=20$ \longrightarrow $20+\begin{matrix} \square\square \\ \square\square \end{matrix}=24$

↑
We start with the smaller number. First let's get to the friendly number 20. We need to add 2 to get to 20.

↑
Now we have to add 4 more to get up to 24.

Altogether, we added 6, so the answer is 6.
 $24-18=6$

Step 1: Go up to a friendly number.

Step 2: Add the rest.

$55-42 \longrightarrow 42+ \underline{\quad} =50 \longrightarrow 50+ \underline{\quad} =55$

$55-42=$ ___

Altogether, I added ____.

$62-26 \longrightarrow 26+ \underline{\quad} =30 \longrightarrow 30+ \underline{\quad} =62$

$62-26=$ ___

Altogether, I added ____.

$100-31 \longrightarrow 31+ \underline{\quad} =40 \longrightarrow 40+ \underline{\quad} =100$

$100-31=$ ___

Altogether, I added ____.

$88-16 \longrightarrow 16+ \underline{\quad} =20 \longrightarrow 20+ \underline{\quad} =88$

$88-16=$ ___

Altogether, I added ____.

$130-95 \longrightarrow 95+ \underline{\quad} =100 \longrightarrow 100+ \underline{\quad} =130$

$130-95=$ ___

Altogether, I added ____.

Let's Keep Practicing

Use the up to a friendly number strategy to solve each equation.

$$125-95 \longrightarrow 95+ \underline{\quad} =100 \longrightarrow 100+ \underline{\quad} =125$$

$$125-95= \underline{\quad}$$

Altogether, I added .

$$78-48 \longrightarrow 48+ \underline{\quad} =50 \longrightarrow 50+ \underline{\quad} =78$$

$$78-48= \underline{\quad}$$

Altogether, I added .

$$102-90 \longrightarrow 90+ \underline{\quad} =100 \longrightarrow 100+ \underline{\quad} =102$$

$$102-90= \underline{\quad}$$

Altogether, I added .

$$76-67 \longrightarrow 67+ \underline{\quad} =70 \longrightarrow 70+ \underline{\quad} =76$$

$$76-67= \underline{\quad}$$

Altogether, I added .

$$213-199 \longrightarrow 199+ \underline{\quad} =200 \longrightarrow 200+ \underline{\quad} =213$$

$$213-199= \underline{\quad}$$

Altogether, I added .

$$45-28 \longrightarrow 28+ \underline{\quad} =30 \longrightarrow 30+ \underline{\quad} =45$$

$$45-28= \underline{\quad}$$

Altogether, I added .

$$172-165 \longrightarrow 165+ \underline{\quad} =170 \longrightarrow 170+ \underline{\quad} =172$$

$$172-165= \underline{\quad}$$

Altogether, I added .

$$304-292 \longrightarrow 292+ \underline{\quad} =300 \longrightarrow 300+ \underline{\quad} =304$$

$$304-292= \underline{\quad}$$

Altogether, I added .

On Your Own!

Now use the up to a friendly number strategy all by yourself! Use the extra space in each box to do your work if you need to.

$404-390=$ _____

$180-95=$ _____

$48-36=$ _____

$25-19=$ _____

$34-17=$ _____

$250-198=$ _____

$126-97=$ _____

$53-46=$ _____

$760-690=$ _____

Explain how you would solve this equation using the up to a friendly number strategy. $104-96=$ _____

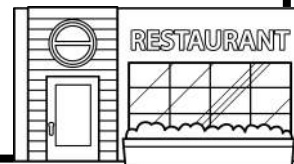
RESTAURANT

PROBLEM SOLVING

Use the "Up To A Friendly Number" strategy to solve each problem.

The restaurant has enough food to feed 210 people this weekend. So far, 191 people have eaten there. How many more people can eat at the restaurant this weekend?

Show your work:



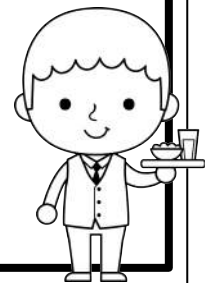
There are 54 steaks and 160 chicken pieces in the fridge. So far, 42 people have ordered steak. How many steaks are left?

Show your work:



Jim is 37 years old. He has been a server at the restaurant for 19 years. How old was Jim when he started working at the restaurant?

Show your work:





PUTTING IT ALL TOGETHER

FACT FAMILIES

Complete each number bond. Then write two addition equations and two subtraction equations for each.

3211	○	_____ + _____ = _____
		_____ + _____ = _____
3214		_____ - _____ = _____
		_____ - _____ = _____

120	○	_____ + _____ = _____
		_____ + _____ = _____
240		_____ - _____ = _____
		_____ - _____ = _____

○	4	_____ + _____ = _____
		_____ + _____ = _____
118		_____ - _____ = _____
		_____ - _____ = _____

○	600	_____ + _____ = _____
		_____ + _____ = _____
1000		_____ - _____ = _____
		_____ - _____ = _____

○	7	_____ + _____ = _____
		_____ + _____ = _____
123		_____ - _____ = _____
		_____ - _____ = _____

37	○	_____ + _____ = _____
		_____ + _____ = _____
46		_____ - _____ = _____
		_____ - _____ = _____

24	○	_____ + _____ = _____
		_____ + _____ = _____
30		_____ - _____ = _____
		_____ - _____ = _____

55	○	_____ + _____ = _____
		_____ + _____ = _____
155		_____ - _____ = _____
		_____ - _____ = _____

Bonus Activity - Teacher Instructions

Include this activity at the end of Level 12 in your Subtraction Station.

This activity integrates the strategies that students have already learned up to this point.

Overview:

In this Bonus Activity, students choose a task card, subtract the numbers, and record the equations in their notebook or on the recording sheet.

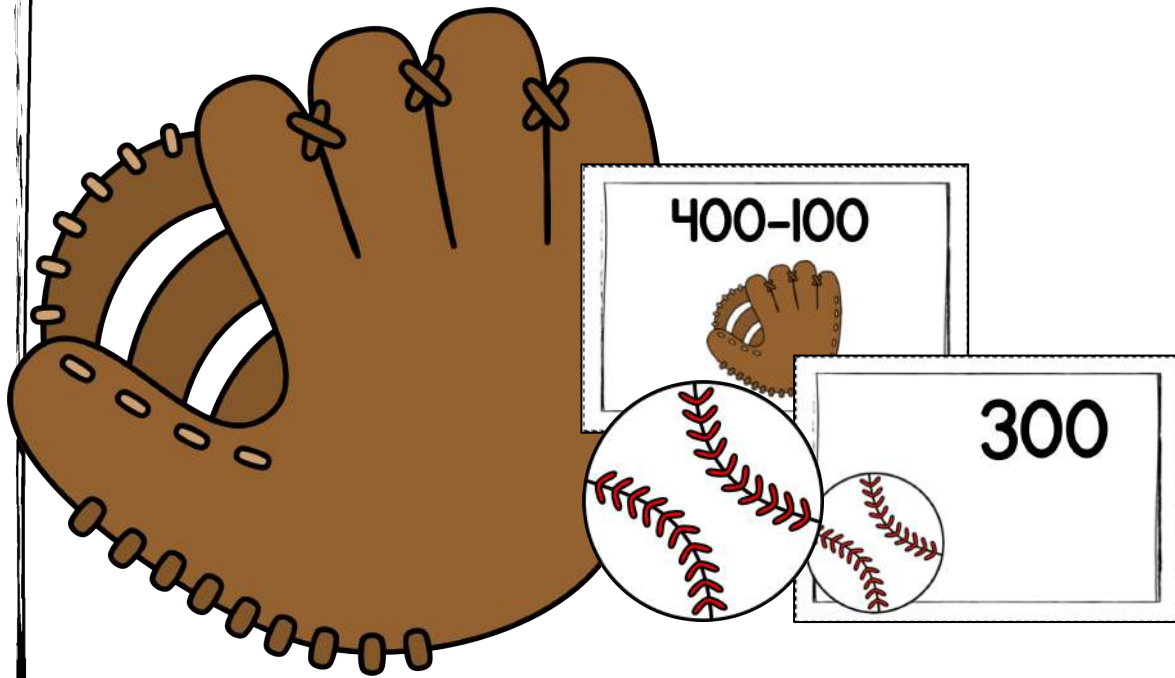
Preparation:

- Print and laminate task cards.
- Make copies of recording sheets (you may wish to have students record the answers in their notebooks instead).
- To set these up, I typically cut out the title and directions and paste them on either side of a piece of cereal box cardboard. I store the center pieces in small re-sealable bags, and then keep everything in a large re-sealable bag. I've made a video showing how I make and store the center pieces that you can watch by clicking here:

<https://www.youtube.com/watch?v=Z4EKxxCYnjo&feature=youtu.be>

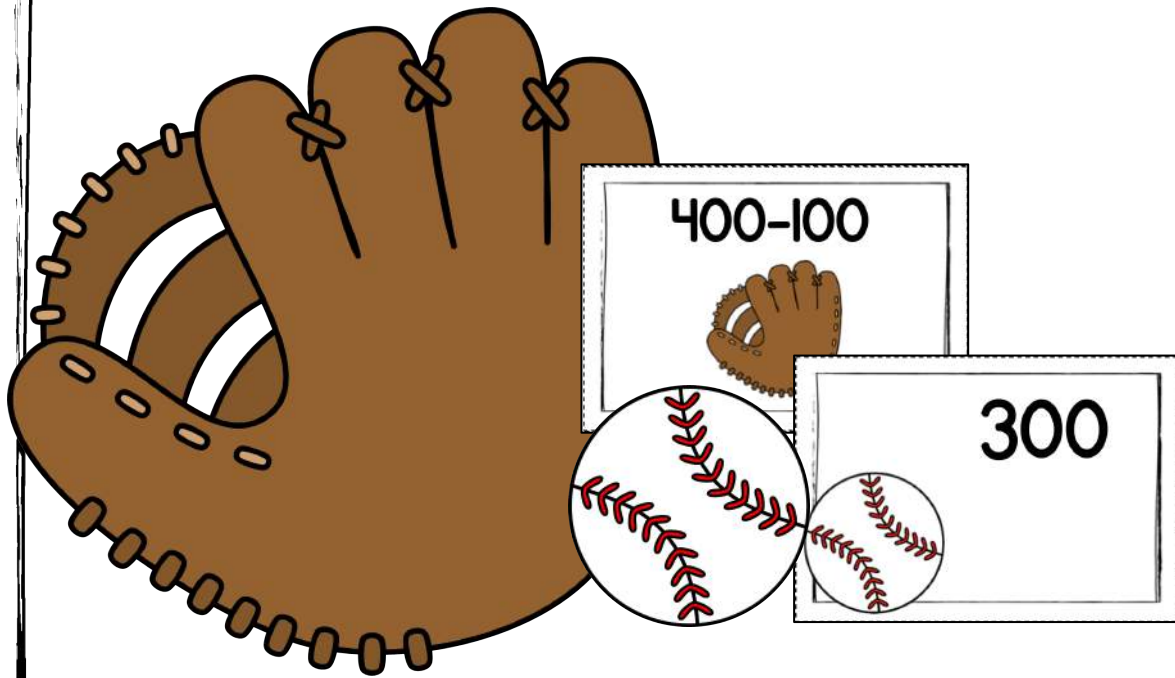
Home Run
Subtraction

Math Center

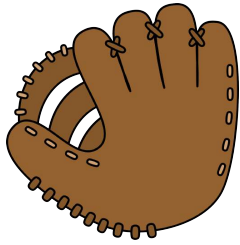


Directions

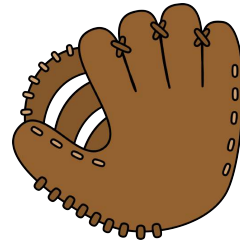
Choose an equation card. Read the equation and find the matching difference. Place the two cards together and record the equations on the recording sheet.



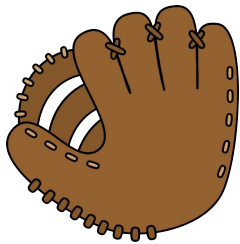
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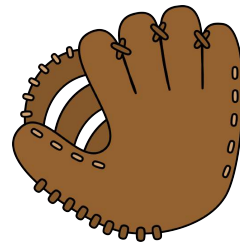
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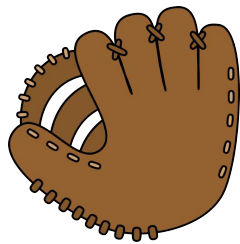
400-100



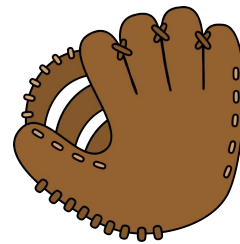
7000-1000



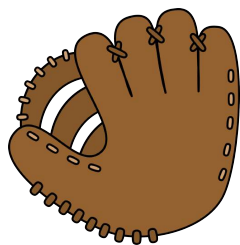
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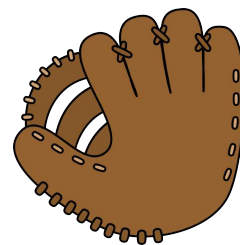
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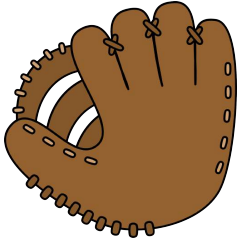
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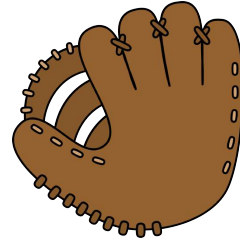
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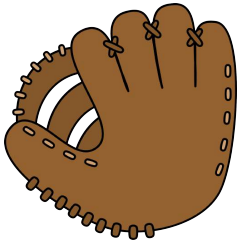
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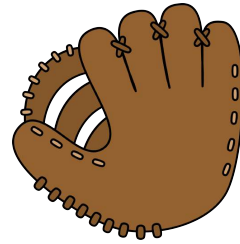
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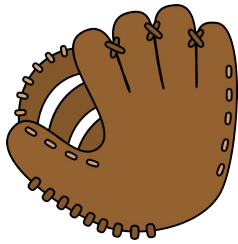
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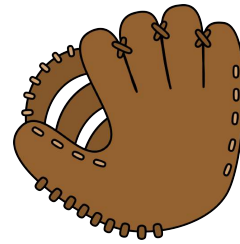
150-75



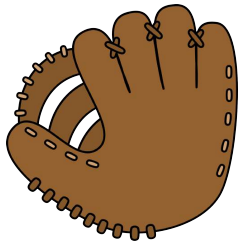
800-400



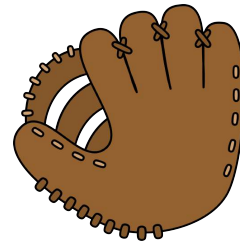
160-80



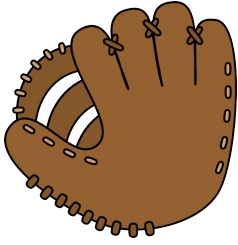
9000-5000



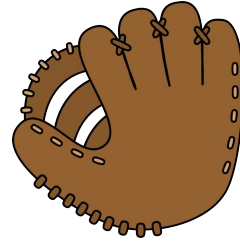
70-30



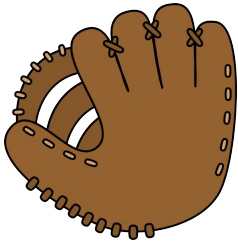
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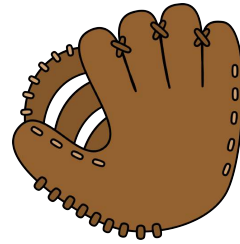
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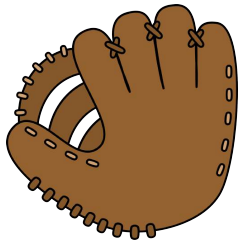
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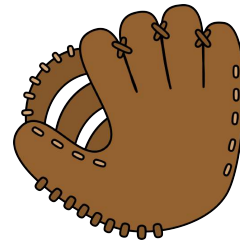
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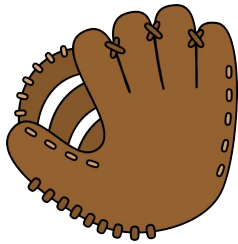
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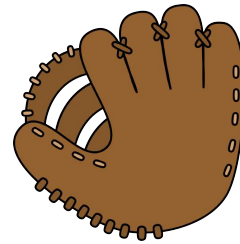
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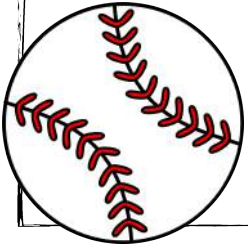
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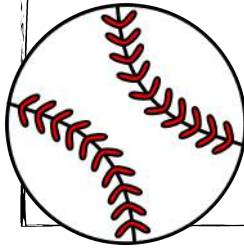
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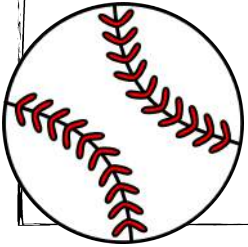
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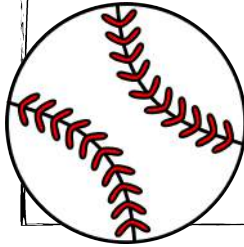
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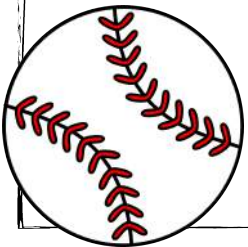
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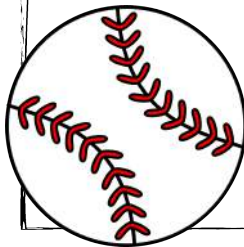
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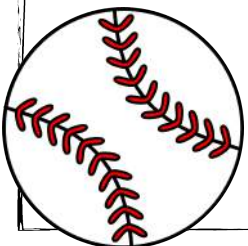
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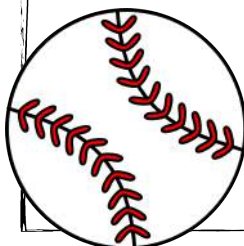
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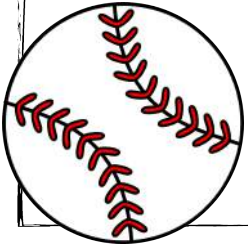
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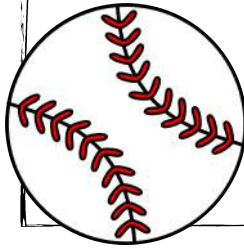
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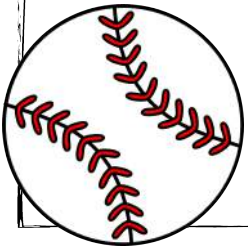
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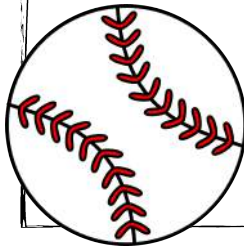
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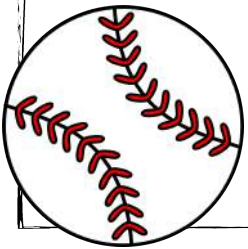
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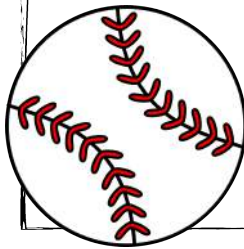
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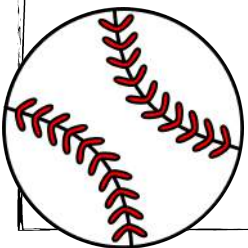
400



80



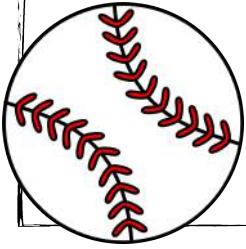
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40



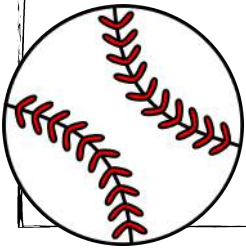
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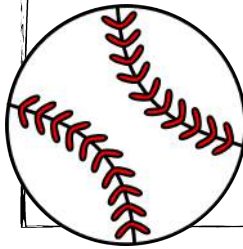
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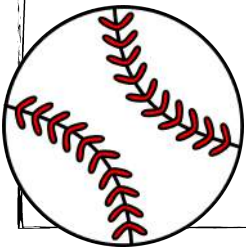
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600



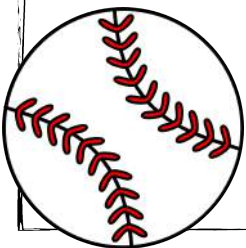
661



37



7



8



For the Teacher

Level #13: Subtracting Multiples of 10 and 100

In this level, students will practice subtracting multiples of 10 and 100 from numbers up to 9999. Students will use place value understanding when learning this concept.

At the end of this level students will integrate this strategy with the previous strategies that have been learned.

SUBTRACTING MULTIPLES OF 10

EXAMPLE:

Let's start with 55. When we subtract 30... ...we have 25 left.

$35 - 20 = \underline{\quad}$

$44 - 40 = \underline{\quad}$

$21 - 10 = \underline{\quad}$

$60 - 40 = \underline{\quad}$

$43 - 20 = \underline{\quad}$

$32 - 20 = \underline{\quad}$

$61 - 50 = \underline{\quad}$

$34 - 20 = \underline{\quad}$

$62 - 50 = \underline{\quad}$

$38 - 10 = \underline{\quad}$

Solve the problem:

Grandma is 87 years old. 40 years ago, she moved to her new house. How old was Grandma when she moved to her new house?

Draw a picture to represent this equation:

$98 - 50 = \underline{\quad}$

Subtracting Multiples of Ten

ON A PLACE VALUE CHART

EXAMPLE

Tens	Ones
6	7

-30=

Tens	Ones
3	7

This shows 6 groups of 10 and 7 ones.

When we subtract 30, we just subtract 3 groups of 10.

EXAMPLE

H	T	O
2	5	3

-40=

H	T	O
2	1	3

This shows 2 groups of 100, 5 groups of 10, and 3 ones.

When we subtract 40, we just subtract 4 groups of 10.

Complete each equation.

H	T	O
8	4	1

- 30=

H	T	O

841-30=_____

H	T	O
1	9	8

- 60=

H	T	O

198-60=_____

H	T	O
2	4	7

- 40=

H	T	O

247-40=_____

H	T	O
	7	5

- 50=

H	T	O

75-50=_____

H	T	O
	4	4

- 10=

H	T	O

44-10=_____

H	T	O
7	7	2

- 30=

H	T	O

772-30=_____

Solve these equations:

192-30=_____

27-10=_____

1993-20=_____

391-60=_____

740-30=_____

243-40=_____

2444-20=_____

49-30=_____

171-40=_____

590-80=_____

3661-50=_____

1234-10=_____

Be careful! 😊

304-10=_____

210-50=_____

605-70=_____

102-20=_____

Subtracting Multiples of 100

ON A PLACE VALUE CHART

Now that we know how to use place value to subtract multiples of 10, we can subtract multiples of 100 in the same way!

EXAMPLE

Th	H	T	O
	8	4	2

 $-200=$

Th	H	T	O
	6	4	2

When we subtract 200, we just subtract 2 groups of 100!

EXAMPLE

Th	H	T	O
9	7	5	1

 $-400=$

Th	H	T	O
9	3	5	1

When we subtract 400, we just subtract 4 groups of 100!

Complete each equation.

Th	H	T	O
	6	5	8

 $-400=$

Th	H	T	O

$658-400=$ _____

Th	H	T	O
1	9	9	5

 $-300=$

Th	H	T	O

$1995-300=$ _____

Th	H	T	O
8	5	3	8

 $-200=$

Th	H	T	O

$8538-200=$ _____

Th	H	T	O
2	7	3	3

 $-500=$

Th	H	T	O

$2733-500=$ _____

Th	H	T	O
	5	5	8

 $-300=$

Th	H	T	O

$558-300=$ _____

Th	H	T	O
7	1	7	3

 $-100=$

Th	H	T	O

$7173-100=$ _____

Solve these equations:

$5361-300=$ _____

$8477-100=$ _____

$1880-400=$ _____

$2134-200=$ _____

$1415-200=$ _____

$490-300=$ _____

$2743-200=$ _____

$3300-500=$ _____

$883-700=$ _____

$3900-400=$ _____

$4462-300=$ _____

$1802-900=$ _____

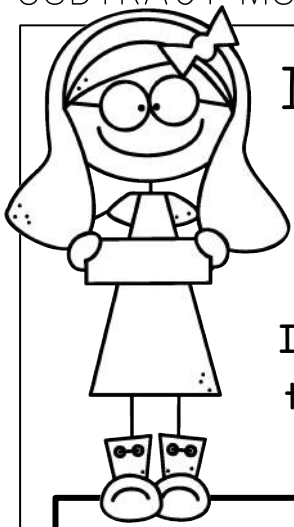
$1435-200=$ _____

$288-200=$ _____

$749-400=$ _____

$5331-600=$ _____

Be careful! 😊



Let's Practice Subtracting 10's and 100's

If the difference is less than 2500, shade the box red. If the difference is 2500 or greater, shade the box orange.

$1346-20=$

$1938-700=$

$397-100=$

$5811-400=$

$1839-20=$

$4452-200=$

$993-60=$

$905-300=$

$2628-10=$

$1994-800=$

$9604-200=$

$2993-50=$

$679-40=$

$215-10=$

$3422-20=$

$995-40=$

$321-100=$

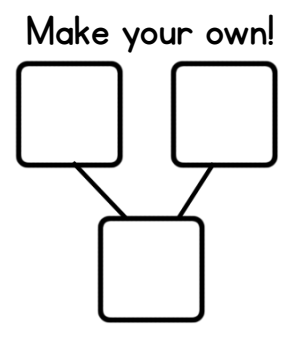
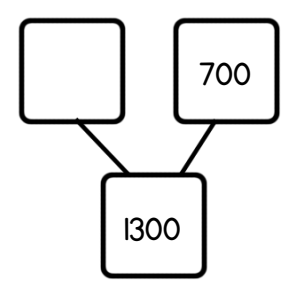
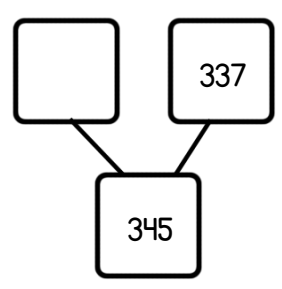
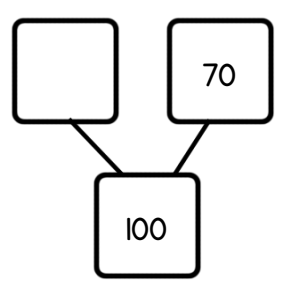
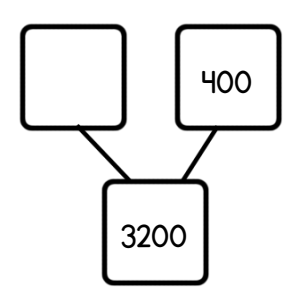
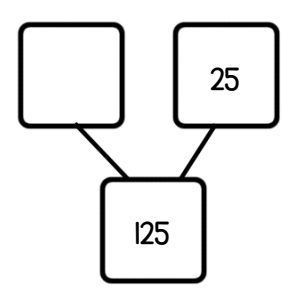
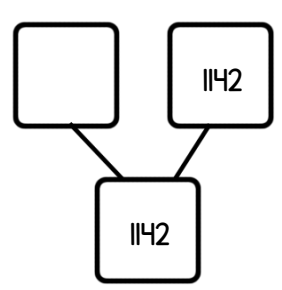
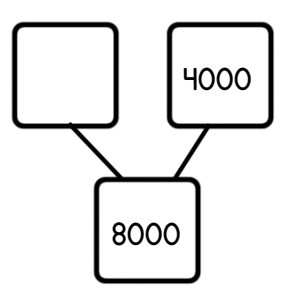
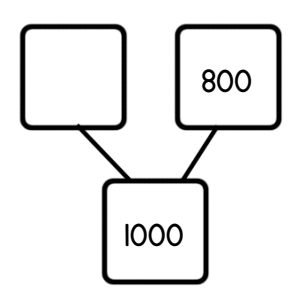
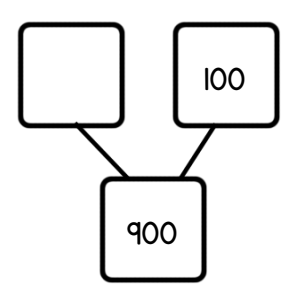
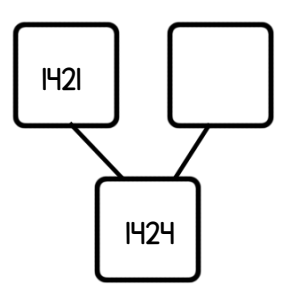
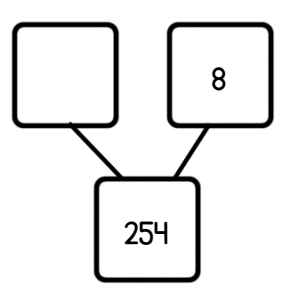
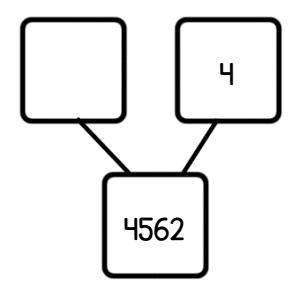
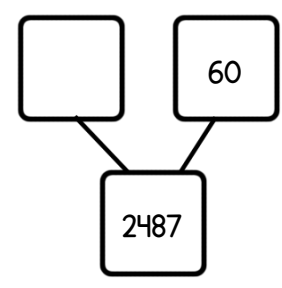
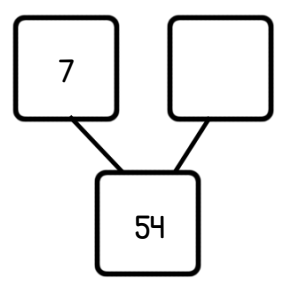
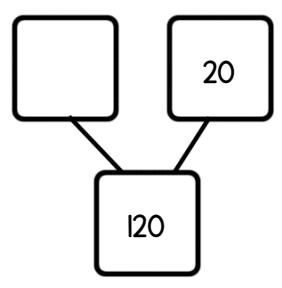
$1670-400=$

$290-60=$

$2345-100=$

PUTTING IT ALL TOGETHER

Fill in the missing number for each number bond.



For the Teacher

Level #14: Subtract 7, 8, and 9

Now that your students have learned to subtract 10 and multiples of 10, they are going to build on that knowledge to learn how to subtract 7, 8, and 9. This is a difficult concept, because there are two steps involved. It is important to understand that some of your students are going to need extra mini-lessons and one-on-one instruction to fully understand this strategy.

In this level, students are going to learn to subtract 9 by first subtracting 10, and then adding 1 to the difference. Similarly, to subtract 8, they will first subtract 10 and then add 2 to the difference. To subtract 7, they first subtract 10 and then add 3 to the difference. This will help them learn how to manipulate numbers (one of the most important aspects of mental math). You may even notice that some of your students begin to manipulate numbers in other instances as well!

Example: $14-9=$ ____

Then we add one more to make 5.

First we do $14-10=4$.



So, $14-9=5$

Example: $12-8=$ ____

Then we add two more to make 4.

First we do $12-10=2$.



So, $12-8=4$

Note from Shelley

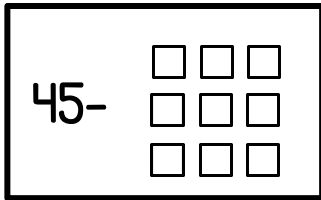
You might have heard of a trick called "Magic 9" for subtracting 9 from a 'teen' number. When you have an equation such as $17-9$, you can add the digits together in the '17' and that will be the difference: 8! For $19-9$, add $1+9$ to make a difference of 10. For $12-9$, add $1+2$ to get a difference of 3! Pretty neat, right?

I agree that this is a neat trick; however, for the purposes of this Math Station I have NOT included it. I want your students (especially at this young age) to gain a really great number sense understanding, so I have included base ten blocks and number lines to teach the -9 facts. If you decide to introduce this trick once they have mastered the -9 mental math strategy, I think that is completely acceptable, but please use your best judgment. Be sure that they already have a solid mental math understanding so that you are not creating confusion.

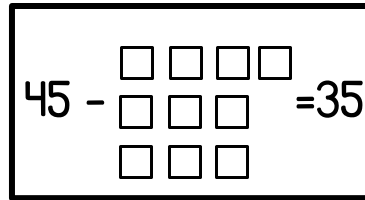
Subtracting Nine WITH BASE 10 BLOCKS

Let's use base 10 blocks to subtract. We are going to make it easier by subtracting 10 first.

$$45-9$$



This is a bit tricky!



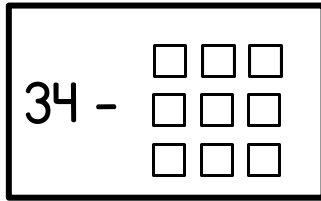
Let's take away 1 extra and do $45-10$ instead. That's easier!



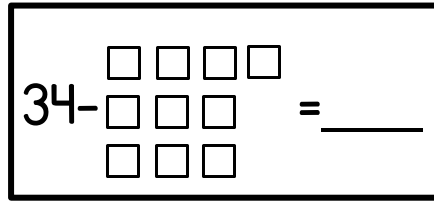
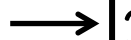
One more than
35 is 36.

Now we have to ADD 1 to the answer, since we took away 1 extra in the last step.

Now it's your turn!



This is a bit tricky!

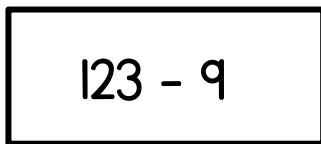


Let's take away 1 extra and do $34-10$ instead. That's easier!

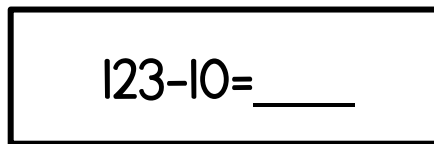
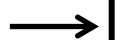


One more than
24 is ____.

Now we have to ADD 1 to the answer, since we took away one extra.



This is a bit tricky!

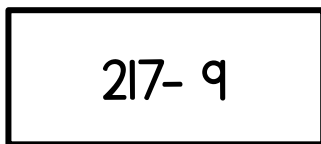


Let's take away 1 extra and do $123-10$ instead. That's easier!

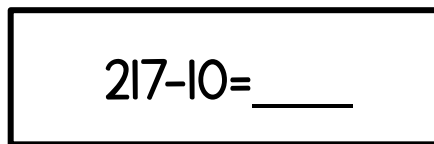
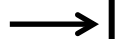


One more than 113
is ____.

Now we have to ADD 1 to the answer, since we took away one extra.



This is a bit tricky!



Let's take away 1 extra and do $217-10$ instead. That's easier!



One more than 207
is ____.

Now we have to ADD 1 to the answer, since we took away one extra.

Subtracting Nine

$$86 - 9$$

This is a bit tricky!

$$86 - 10 = \underline{\quad}$$

Let's take away 1 extra and do $86 - 10$ instead. That's easier!

One more than 76
is .

Now we have to ADD 1 to the answer, since we took away one extra.

$$112 - 9$$

This is a bit tricky!

$$112 - 10 = \underline{\quad}$$

Let's take away 1 extra and do $112 - 10$ instead. That's easier!

One more than 102
is .

Now we have to ADD 1 to the answer, since we took away one extra.

$$65 - 9$$

This is a bit tricky!

$$65 - 10 = \underline{\quad}$$

Let's take away 1 extra and do $65 - 10$ instead. That's easier!

One more than 55
is .

Now we have to ADD 1 to the answer, since we took away one extra.

$$181 - 9$$

$$181 - 10 = \underline{\quad}$$

Let's take away 1 extra and do $181 - 10$ instead. That's easier!

One more than 171
is .

Now we have to ADD 1 to the answer, since we took away one extra.

$$78 - 9$$

Step #1: $78 - 10 = \underline{\quad}$

Step #2: Add 1:

SO, $78 - 9 = \underline{\quad}$

$$143 - 9$$

Step #1: $143 - 10 = \underline{\quad}$

Step #2: Add 1:

SO, $143 - 9 = \underline{\quad}$

$$184 - 9$$

Step #1: $184 - 10 = \underline{\quad}$

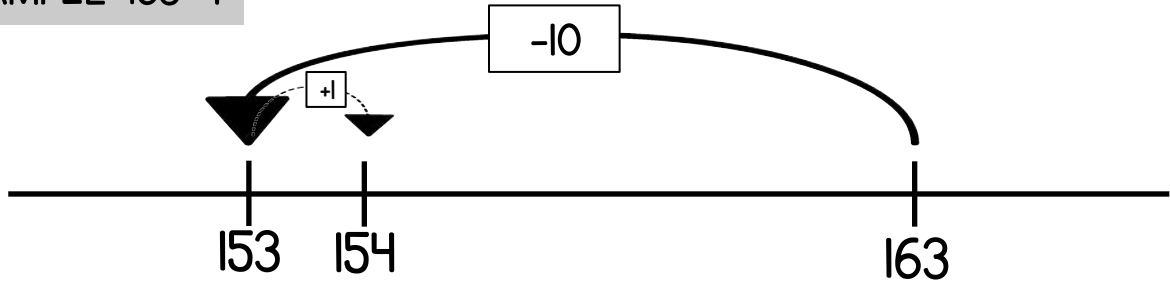
Step #2: Add 1:

SO, $184 - 9 = \underline{\quad}$

Subtracting Nine ON A NUMBER LINE

Let's try the same -9 strategy on a number line!

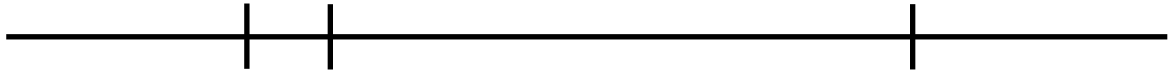
EXAMPLE: $163-9$



- 1 First do $163-10$. This is easier!
- 2 Now add one more (because you took away an extra one in step #1).

Now it's your turn!

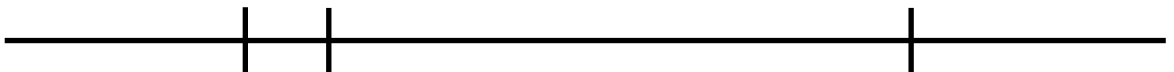
$85-9=$ _____



$344-9=$ _____



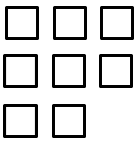
$102-9=$ _____



Subtracting 7 and 8 WITH BASE 10 BLOCKS

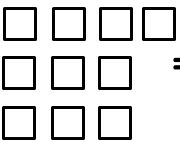
We can use the same strategy to subtract 7 and 8. Take a look!

34-8

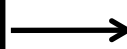
34- 

This is a bit tricky!



34-  = 24

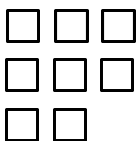
Let's take away 2 extra and do $34-10$ instead. That's easier!



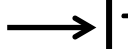
Two more than 24 is 26.

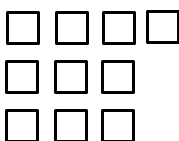
Now we have to ADD 2 to the answer, since we took away 2 extra in the last step.

Now it's your turn!

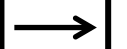
72- 

This is a bit tricky!



72-  = _____

Let's take away 2 extra and do $72-10$ instead. That's easier!



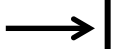
Two more than 62 is _____.

Now we have to ADD 2 to the answer, since we took away 2 extra.

Let's try subtracting 7!

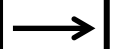
74-7

This is a bit tricky!



74-10= _____

Let's take away 3 extra and do $74-10$ instead. That's easier!

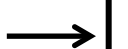


3 more than 64 is _____.

Now we have to ADD 3 to the answer, since we took away 3 extra.

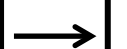
25-7

This is a bit tricky!



25-10= _____

Let's take away 3 extra and do $25-10$ instead. That's easier!



3 more than 15 is _____.

Now we have to ADD 3 to the answer, since we took away 3 extra.

Subtracting 7 and 8

$$27-8$$

This is a bit tricky!

$$27-10= \underline{\quad}$$

Let's take away 2 extra and do $27-10$ instead. That's easier!

2 more than 17 is
_____.

Now we have to ADD 2 to the answer, since we took away 2 extra.

$$213-7$$

This is a bit tricky!

$$213-10= \underline{\quad}$$

Let's take away 3 extra and do $213-10$ instead. That's easier!

3 more than 203 is
_____.

Now we have to ADD 3 to the answer, since we took away 3 extra.

$$323-8$$

This is a bit tricky!

$$323-10= \underline{\quad}$$

Let's take away 2 extra and do $323-10$ instead. That's easier!

2 more than 313 is
_____.

Now we have to ADD 2 to the answer, since we took away 2 extra.

$$565-7$$

$$565-10= \underline{\quad}$$

Let's take away 3 extra and do $565-10$ instead. That's easier!

3 more than 555 is
_____.

Now we have to ADD 3 to the answer, since we took away 3 extra.

$$46-8$$

Step #1: $46-10= \underline{\quad}$

Step #2: Add 2: $\underline{\quad}$

SO, $46-8= \underline{\quad}$

$$244-7$$

Step #1: $244-10= \underline{\quad}$

Step #2: Add 3: $\underline{\quad}$

SO, $244-7= \underline{\quad}$

$$531-7$$

Step #1: $531-10= \underline{\quad}$

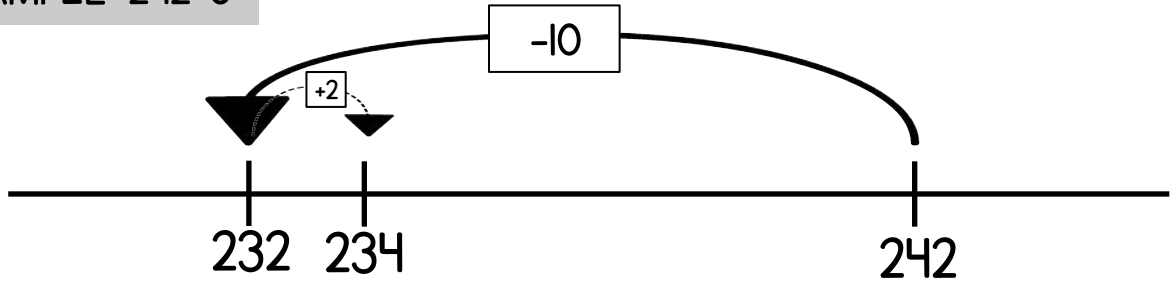
Step #2: Add 3: $\underline{\quad}$

SO, $531-7= \underline{\quad}$

Subtracting 7 and 8 ON A NUMBER LINE

Let's try subtracting 7 and 8 on a number line!

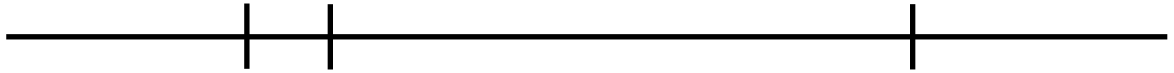
EXAMPLE: $242-8$



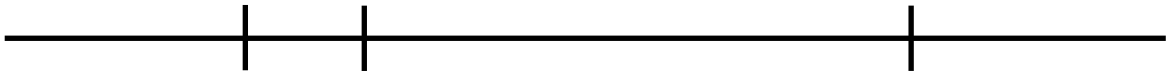
- 1 First do $242-10$. This is easier!
- 2 Now add 2 more (because you took away 2 extra one in step #1).

Now it's your turn!

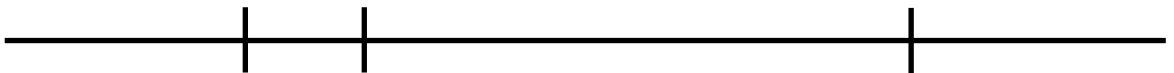
$615-8=$ _____



$341-7=$ _____



$341-7=$ _____



Use a Number Line TO SUBTRACT 7, 8, and 9

Subtract 7, 8, and 9 using the number line to help you.

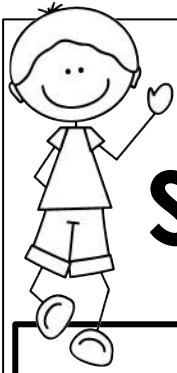
$256-9=$ _____

$421-7=$ _____

$345-8=$ _____

$257-8=$ _____

$832-7=$ _____



Let's Practice

SUBTRACTING 7, 8, and 9

$$844-9= \underline{\hspace{2cm}}$$

$$45-7= \underline{\hspace{2cm}}$$

$$904-9= \underline{\hspace{2cm}}$$

$$251-8= \underline{\hspace{2cm}}$$

$$224-8= \underline{\hspace{2cm}}$$

$$531-7= \underline{\hspace{2cm}}$$

$$142-9= \underline{\hspace{2cm}}$$

$$883-7= \underline{\hspace{2cm}}$$

$$95-8= \underline{\hspace{2cm}}$$

$$173-9= \underline{\hspace{2cm}}$$

Draw a number line to represent $173-9$:

EXTRA CHALLENGE! Can you use the same strategy to solve these more difficult equations?

$$1432-9= \underline{\hspace{2cm}}$$

$$6212-8= \underline{\hspace{2cm}}$$

$$6621-7= \underline{\hspace{2cm}}$$

$$5274-9= \underline{\hspace{2cm}}$$

$$5534-8= \underline{\hspace{2cm}}$$

$$4282-7= \underline{\hspace{2cm}}$$

$$1077-9= \underline{\hspace{2cm}}$$

$$7133-8= \underline{\hspace{2cm}}$$

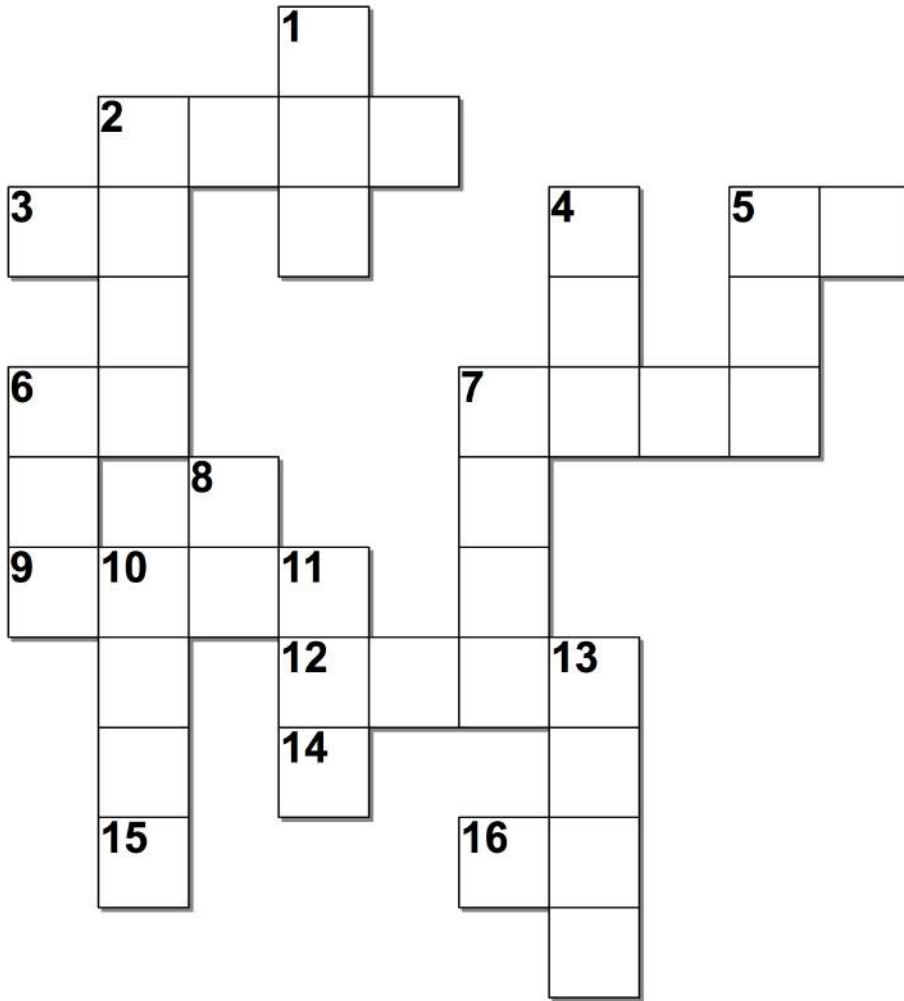
$$8024-7= \underline{\hspace{2cm}}$$

$$3256-9= \underline{\hspace{2cm}}$$

$$9682-8= \underline{\hspace{2cm}}$$

$$3162-7= \underline{\hspace{2cm}}$$

PUTTING IT ALL TOGETHER CROSS-NUMBER PUZZLE



Across:

- 2. 6000-600
- 3. 100-30
- 5. 43-31
- 6. 30-10
- 7. 7000-4000
- 9. 5470-3
- 12. 4614-2
- 14. 84-77
- 15. 18-9
- 16. 40-4

Down:

- 1. 700-100
- 2. 7000-2000
- 4. 1000-500
- 5. 240-240
- 6. 253-8
- 7. 3881-0
- 8. 65-9
- 10. 4390-1
- 11. 754-7
- 13. 2468-0

For the Teacher

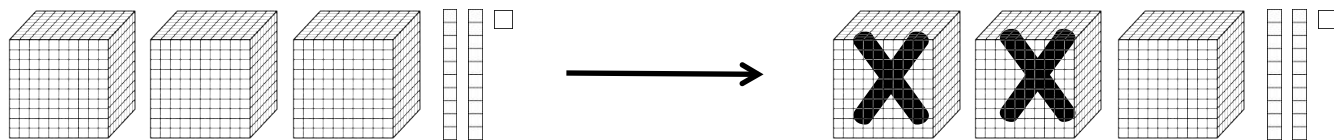
Level #15: Subtract 1000 and Multiples of 1000

In this level students will focus on subtracting 1000 and multiples of 1000 from a number between 1000 and 9999, using place value understanding.

At the end of this level students will integrate the concept of “subtracting 1000” with the previous strategies that have been learned.

SUBTRACTING MULTIPLES OF 1000

EXAMPLE:



This shows 3021. If we subtract 2000, we have 1021 left.

$442 - 3000 = \underline{\hspace{2cm}}$

$5271 - 1000 = \underline{\hspace{2cm}}$

$3020 - 2000 = \underline{\hspace{2cm}}$

$6128 - 6000 = \underline{\hspace{2cm}}$

$2304 - 1000 = \underline{\hspace{2cm}}$

$1295 - 1000 = \underline{\hspace{2cm}}$

Draw a picture to represent this equation:

$6513 - 4000 = \underline{\hspace{2cm}}$

Solve the problem:

There are 5525 tickets to sell. So far they have sold 3000 tickets. How many tickets are left to sell?

Subtracting Thousands ON A PLACE VALUE CHART

Let's use place value charts to subtract 1000 and multiples of 1000!

EXAMPLE

Th	H	T	O
4	6	2	1

 $-2000=$

Th	H	T	O
2	6	2	1

When we subtract 2000, we just subtract 2 groups of 1000!

EXAMPLE

Th	H	T	O
5	5	2	9

 $-4000=$

Th	H	T	O
1	5	2	9

When we subtract 4000, we just subtract 4 groups of 1000!

Complete each equation.

Th	H	T	O
7	3	5	5

 $-2000=$

Th	H	T	O

$7355-2000=$ _____

Th	H	T	O
5	8	6	0

 $-4000=$

Th	H	T	O

$5860-4000=$ _____

Th	H	T	O
1	7	1	2

 $-1000=$

Th	H	T	O

$1712-1000=$ _____

Th	H	T	O
9	6	1	1

 $-6000=$

Th	H	T	O

$9611-6000=$ _____

Th	H	T	O
2	3	3	6

 $-1000=$

Th	H	T	O

$2336-1000=$ _____

Th	H	T	O
6	2	2	8

 $-4000=$

Th	H	T	O

$6228-4000=$ _____

Solve these equations:

$3376-1000=$ _____

$2287-1000=$ _____

$3400-1000=$ _____

$8539-4000=$ _____

$9569-8000=$ _____

$2009-1000=$ _____

$1234-1000=$ _____

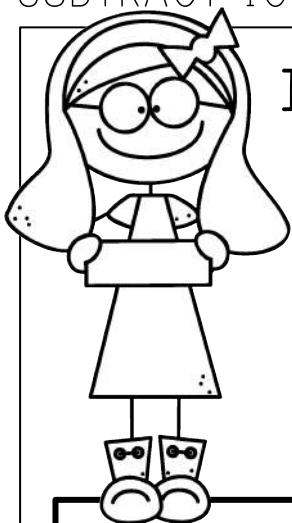
$3522-2000=$ _____

$4087-3000=$ _____

$6390-3000=$ _____

$7669-5000=$ _____

$6226-2000=$ _____



Let's Practice Subtracting Thousands

If the difference is ODD, shade the box green. If the difference is EVEN, shade the box purple.

$5629-2000=$

$9980-4000=$

$5656-1000=$

$8862-3000=$

$4090-1000=$

$3900-2000=$

$4718-3000=$

$1145-1000=$

$6312-2000=$

$7784-6000=$

$3637-1000=$

$1908-1000=$

$2235-1000=$

$6471-4000=$

$8904-5000=$

$7476-2000=$

$2569-1000=$

$5523-4000=$

$8787-5000=$

$1507-1000=$

PUTTING IT ALL TOGETHER

Equation Hunt

Subtract any two numbers that are touching. Remember to use the big number first.

Shade them in and write the equation (with the difference) in the box.

1000	2456	2456	768	125	25	6785	4	4000	12
600	9	5541	40	4567	1123	100	70	2000	6
100	425	5	8	1	3876	3867	5066	490	908
1000	427	30	2432	2441	24	12	0	50	9
800	8	8000	1000	4325	8	546	8	9	5464
900	200	800	400	7	4456	3	6574	9	5460

600-100=500	<u> </u> - <u> </u> = <u> </u>	<u> </u> - <u> </u> = <u> </u>
4456-3=4453	<u> </u> - <u> </u> = <u> </u>	<u> </u> - <u> </u> = <u> </u>
<u> </u> - <u> </u> = <u> </u>	<u> </u> - <u> </u> = <u> </u>	<u> </u> - <u> </u> = <u> </u>
<u> </u> - <u> </u> = <u> </u>	<u> </u> - <u> </u> = <u> </u>	<u> </u> - <u> </u> = <u> </u>
<u> </u> - <u> </u> = <u> </u>	<u> </u> - <u> </u> = <u> </u>	<u> </u> - <u> </u> = <u> </u>
<u> </u> - <u> </u> = <u> </u>	<u> </u> - <u> </u> = <u> </u>	<u> </u> - <u> </u> = <u> </u>

For the Teacher

Level #16: Compensation

In the “Subtract 7, 8, and 9” level, students actually have learned the concept of compensation. Compensation means changing the subtrahend to make the equation easier, and then adjusting the difference to make up for that change. For example, when we taught students to perform a -8 equation as shown below, we were teaching them how to use compensation. We change the 8 to a 10 to make the equation easier, and then **compensate** for that change when we add 2 to the difference in the final step.

Example: $75 - 8 \longrightarrow 75 - 10 = \underline{\quad}$ \longrightarrow 2 more than 65 is $\underline{\quad}$.

In this level, we will expand on this knowledge. Students will learn to use the compensation strategy with larger numbers ending in 7, 8, and 9. Here are a couple of examples:

Example #1: $124 - 18 \longrightarrow 124 - 20 = 104$ \longrightarrow 2 more than 104 is 106.

Example #2: $6542 - 199 \longrightarrow 6542 - 200 = 6342$ \longrightarrow 1 more than 6342 is 6343.

Example #3: $245 - 37 \longrightarrow 245 - 40 = 205$ \longrightarrow 3 more than 205 is 208.

At the end of this level, compensation will be integrated with all previous strategies.

What is Compensation?

We have already learned how to subtract 7, 8, and 9. Let's review that:

$$142-9$$

This is a bit tricky!

$$142-10=$$

Let's take away 1 extra and do $142-10$ instead. That's easier!

One more than 132 is _____.

Now we have to ADD 1 to the answer, since we took away one extra.

$$425-8$$

This is a bit tricky!

$$425-10=$$

Let's take away 2 extra and do $425-10$ instead. That's easier!

2 more than 415 is _____.

Now we have to ADD 2 to the answer, since we took away 2 extra.

$$642-7$$

This is a bit tricky!

$$642-10=$$

Let's take away 3 extra and do $642-10$ instead. That's easier!

3 more than 632 is _____.

Now we have to ADD 3 to the answer, since we took away 3 extra.

The strategy that you learned for subtracting 7, 8, and 9 actually is compensation! You already know this strategy! Now we are going to make it more challenging.

Take a look at the equations below.

$$83-18$$

This looks difficult!

$$83-20=$$

Let's take away 2 extra and make the 18 into a friendly number! $83-20$ is much easier to solve!

2 more than 63 is _____.

Now we have to ADD 2 to the answer, since we took away 2 extra.

$$54-39$$

This looks difficult!

$$54-40=$$

Let's take away 1 extra and make the 39 into a friendly number! $54-40$ is much easier to solve!

1 more than 14 is _____.

Now we have to ADD 1 to the answer, since we took away 1 extra.

Compensation Practice

Let's practice using compensation!

$$67-29$$

This looks difficult!

$$67-30=$$

Let's take away 1 extra and make the 29 into a friendly number!
67-30 is much easier to solve!

1 more than 37 is

Now we have to ADD 1 to the answer, since we took away 1 extra.

$$185-48$$

This looks difficult!

$$185-50=$$

Let's take away 2 extra and make the 48 into a friendly number!
185-50 is much easier to solve!

2 more than 135 is

Now we have to ADD 2 to the answer, since we took away 2 extra.

$$243-27$$

This looks difficult!

$$243-30=$$

Let's take away 3 extra and make the 27 into a friendly number!
243-30 is much easier to solve!

3 more than 213 is

Now we have to ADD 3 to the answer, since we took away 3 extra.

$$65-28$$

Step #1: $65-30=$

Step #2: Add 2: _____

SO, $65-28=$

$$161-47$$

Step #1: $161-50=$

Step #2: Add 3: _____

SO, $161-47=$

$$282-19$$

Step #1: $282-20=$

Step #2: Add 1: _____

SO, $282-19=$

$$74-19$$

Step #1: $74-20=$

Step #2: Add 1: _____

SO, $74-19=$

$$188-59$$

Step #1: $188-60=$

Step #2: Add 1: _____

SO, $188-59=$

$$345-37$$

Step #1: $345-40=$

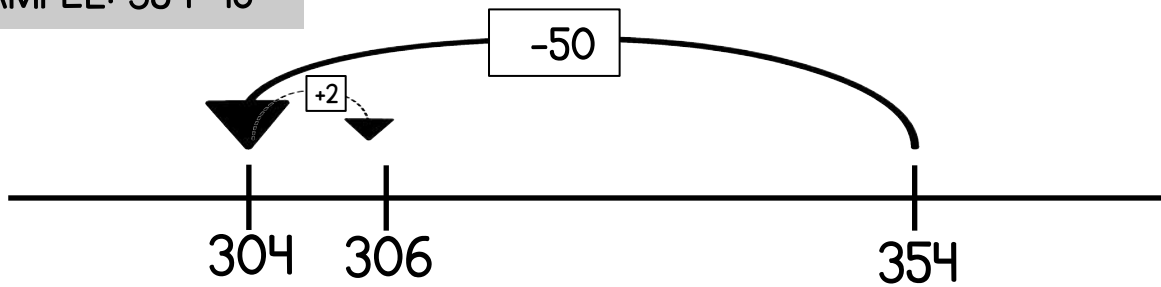
Step #2: Add 3: _____

SO, $345-37=$

COMPENSATION ON A NUMBER LINE

Let's use a number line for the compensation strategy.

EXAMPLE: $354 - 48$

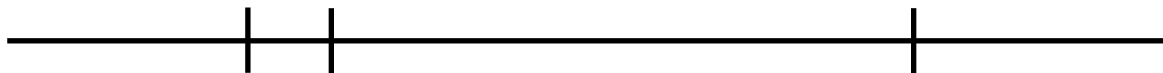


1 First do $354 - 50$. This is easier!

2 Now add 2 more (because you took away 2 extra one in step #1).

Now it's your turn!

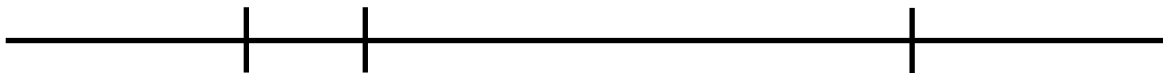
$83 - 39 =$ _____



$142 - 27 =$ _____



$356 - 29 =$ _____



USING COMPENSATION TO SUBTRACT

Use the number line to help you use the compensation strategy.

$452 - 29 = \underline{\quad}$

$238 - 17 = \underline{\quad}$

$447 - 39 = \underline{\quad}$

$96 - 58 = \underline{\quad}$

$1240 - 29 = \underline{\quad}$

How are you feeling about this strategy? Is it getting easier for you?

COMPENSATION CHALLENGE

Solve the equations using the compensation strategy. Use the blank space to do your calculations if you need to. If you can do it all in your head, that is fine too!

$622-18=$ _____

$353-49=$ _____

$1274-37=$ _____

$83-38=$ _____

$564-29=$ _____

$992-57=$ _____

$748-29=$ _____

$84-58=$ _____

$446-37=$ _____

$94-49=$ _____

Draw a number line to represent $94-49$:

EXTRA CHALLENGE! Can you use the same strategy to solve these more difficult equations?

$2445-19=$ _____

$9520-398=$ _____

$3155-37=$ _____

$3091-38=$ _____

$1734-519=$ _____

$9040-29=$ _____

$8282-17=$ _____

$4942-27=$ _____

$4336-7=$ _____

$1178-59=$ _____

$3002-9=$ _____

$2222-199=$ _____

Putting It All Together: BALLOON POP!

"POP" each balloon by solving the equation inside it!

$60-7=$

$346-17=$

$6577-1000=$

$9000-4000=$

$9967-2=$

$3572-4=$

$8790-4000=$

$998-998=$

$213-9=$

$561-38=$

$700-100=$

$100-40=$

$458-9=$

$8000-2000=$

$10-5=$

$1387-0=$

$2225-225=$

$400-200=$

$1000-800=$

$4600-3=$

$60-20=$

$764-8=$

$85-77=$

$9000-1000=$

$19-9=$

$7465-1=$

$253-29=$

$458-58=$

Which equations were the most difficult to solve? Shade them red.

For the Teacher

Level #17: Expanding the Subtrahend

This is the final level in The Subtraction Station!

In this level, students will learn a higher-level subtraction strategy called “Expanding the Subtrahend.” To perform this strategy, students break apart the second number and subtract it from the larger number in 2 parts. Let’s take a look at an example:

Example:

$$\begin{array}{r} 43-21 = \underline{\quad} \\ \swarrow \quad \searrow \\ 20 \quad 1 \end{array}$$

Step 1: $43-20=23$

Step 2: $23-1=22$

At the end of this level students will integrate the concept of “Expanding the Subtrahend” with all of the previous strategies that have been learned.

*** In this level, most of your assessment should be based on 2 and 3-digit equations. The most important aspect is that your students understand the process for decomposing (expanding) the second number. ***

Let's Decompose Numbers!

Write each number in the place value chart. This is called "decomposing a number" or "expanding a number."

2581	Th	H	T	O

9226	Th	H	T	O

4020	Th	H	T	O

248	Th	H	T	O

5361	Th	H	T	O

8739	Th	H	T	O

3622	Th	H	T	O

930	Th	H	T	O

5621	Th	H	T	O

Decompose (or expand) each number.

$$1482 = \underline{1000} + \underline{400} + \underline{80}$$

$$+ \underline{2}$$

$$3602 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$4477 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$+ \underline{\quad}$$

$$2462 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$+ \underline{\quad}$$

$$351 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$6826 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$+ \underline{\quad}$$

$$2118 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$+ \underline{\quad}$$

$$3152 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$839 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$6283 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$+ \underline{\quad}$$

$$115 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$7537 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$+ \underline{\quad}$$

SUBTRACT THE TENS, THEN THE ONES

We can EXPAND the smaller number (the subtrahend) to make a subtraction equation easier to solve. Take a look!

$$74 - 23 = \underline{\quad}$$

Step 1: $74 - 20 = 54$

Step 2: $54 - 3 = 51$

Now it's your turn!

$$65 - 14 = \underline{\quad}$$

Step 1: $65 - 10 = \underline{\quad}$

Step 2: $55 - 4 = \underline{\quad}$

$$87 - 33 = \underline{\quad}$$

Step 1: $87 - 30 = \underline{\quad}$

Step 2: $57 - 3 = \underline{\quad}$

$$53 - 23 = \underline{\quad}$$

Step 1: $53 - 20 = \underline{\quad}$

Step 2: $33 - 3 = \underline{\quad}$

$$75 - 24 = \underline{\quad}$$

Step 1: $\underline{\quad} - 20 = \underline{\quad}$

Step 2: $\underline{\quad} - 4 = \underline{\quad}$

$$97 - 53 = \underline{\quad}$$

Step 1: $\underline{\quad} - \underline{\quad} = \underline{\quad}$

Step 2: $\underline{\quad} - \underline{\quad} = \underline{\quad}$

LET'S PRACTICE

EXPANDING THE SUBTRAHEND

STEP 1: Subtract the tens.

STEP 2: Subtract the ones.

$$83-21$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

$$56-23$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

$$75-54$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

$$67-32$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

$$96-26$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

$$35-14$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

$$95-72$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

$$87-41$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

$$68-22$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

$$76-35$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

EXPANDING THE SUBTRAHEND

WITH BIGGER NUMBERS

When we work with bigger numbers, we use the exact same steps. We break the second number into parts and subtract one part at a time.

$$859 - 735 = \underline{\quad}$$

Step 1: $859 - 700 = 159$

Step 2: $159 - 30 = 129$

Step 3: $129 - 5 = 124$

Now it's your turn!

$$562 - 331 = \underline{\quad}$$

Step 1: $562 - 300 = \underline{\quad}$

Step 2: $262 - 30 = \underline{\quad}$

Step 3: $232 - 1 = \underline{\quad}$

$$875 - 513 = \underline{\quad}$$

Step 1: $875 - 500 = \underline{\quad}$

Step 2: $375 - 10 = \underline{\quad}$

Step 3: $365 - 3 = \underline{\quad}$

$$8517 - 1314 = \underline{\quad}$$

Step 1: $8517 - \underline{\quad} = \underline{\quad}$

Step 2: $7517 - \underline{\quad} = \underline{\quad}$

Step 3: $7217 - \underline{\quad} = \underline{\quad}$

Step 4: $7207 - \underline{\quad} = \underline{\quad}$

$$639 - 225 = \underline{\quad}$$

Step 1: $639 - \underline{\quad} = \underline{\quad}$

Step 2: $439 - \underline{\quad} = \underline{\quad}$

Step 3: $419 - \underline{\quad} = \underline{\quad}$

LET'S PRACTICE

EXPANDING THE SUBTRAHEND

$$5528 - 4204$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

Step 3: _____ - _____ = _____

Step 4: _____ - _____ = _____

$$7464 - 3141$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

Step 3: _____ - _____ = _____

Step 4: _____ - _____ = _____

$$86 - 32$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

$$75 - 23$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

$$859 - 328$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

Step 3: _____ - _____ = _____

$$436 - 313$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

Step 3: _____ - _____ = _____

$$429 - 215$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

Step 3: _____ - _____ = _____

$$742 - 321$$

Step 1: _____ - _____ = _____

Step 2: _____ - _____ = _____

Step 3: _____ - _____ = _____



Problem-Solving

4526 tickets were sold for the event. 3215 people showed up. How many people bought tickets, but did not come?

Show your work.

Write an answer sentence.

The bake sale raised a total of \$2387 for the school! They made \$1254 of that on Monday, and the rest on Tuesday. How much money did they raise on Tuesday?

Show your work.

Write an answer sentence.

Altogether in January and February, the Grade 4 class read 3518 pages! They read 2305 of those pages in January, and the rest in February. How many pages did they read in February?

Show your work.

Write an answer sentence.

PUTTING IT ALL TOGETHER

Subtraction Frenzy!

$100-40=$ _____

$4000-2000=$ _____

$8694-3000=$ _____

$3390-1=$ _____

$600-300=$ _____

$456-9=$ _____

$234-28=$ _____

$3445-200=$ _____

$900-500=$ _____

$542-211=$ _____

$4387-4387=$ _____

$8000-1000=$ _____

$1254-4=$ _____

$2213-13=$ _____

$50-44=$ _____

Complete the subtraction tables:

-100	
445	345
9214	
6363	
2000	
1023	

-9	
32	
751	
86	
3722	
1234	

-2000	
3592	
5491	
4000	
9090	
2645	

-300	
539	
1299	
6482	
600	
857	

-8	
56	
354	
1290	
3245	
16	

-19	
234	
47	
692	
82	
1243	

Bonus Activity - Teacher Instructions

Include this activity at the end of Level 17 in your Subtraction Station.

This activity integrates all of the strategies in The Subtraction Station.

Overview:

In this Bonus Activity, students choose a task card, subtract the numbers, and record the equations in their notebook or on the recording sheet.

Preparation:

- Print and laminate task cards.
- Make copies of recording sheets (you may wish to have students record the answers in their notebooks instead).
- To set these up, I typically cut out the title and directions and paste them on either side of a piece of cereal box cardboard. I store the center pieces in small re-sealable bags, and then keep everything in a large re-sealable bag. I've made a video showing how I make and store the center pieces that you can watch by clicking here:

<https://www.youtube.com/watch?v=Z4EKxxCYnjo&feature=youtu.be>

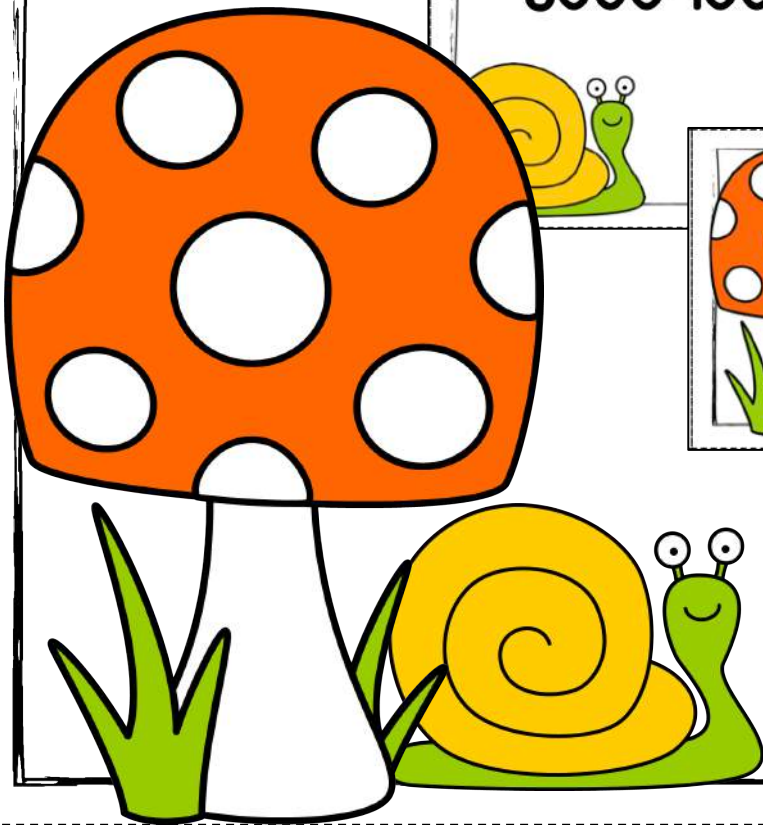
"Springtime"

Subtraction

Math Center

5000-1000

4000

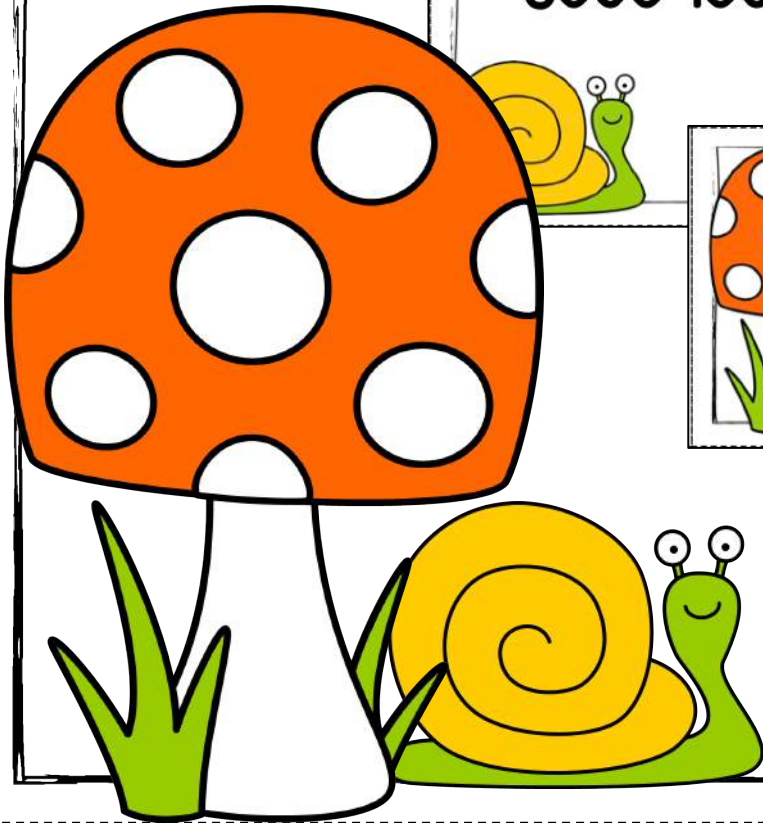


Directions

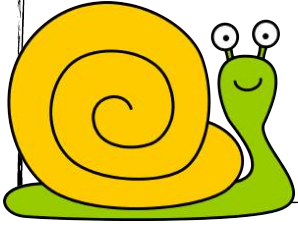
Choose an equation card. Read the equation and find the matching difference. Place the two cards together and record the equations on the recording sheet.

$$5000 - 1000$$

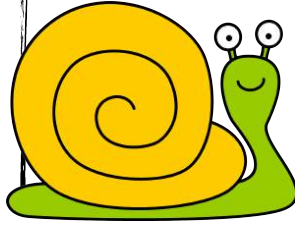

$$4000$$



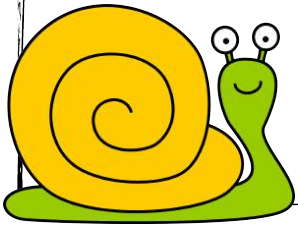
$$4252-4252$$



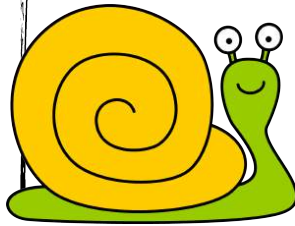
$$1080-0$$



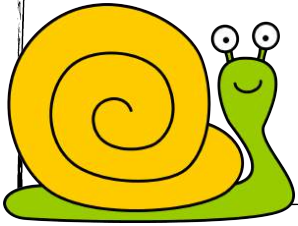
$$7590-1$$



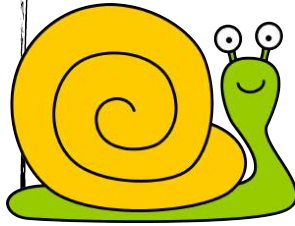
$$5000-1000$$



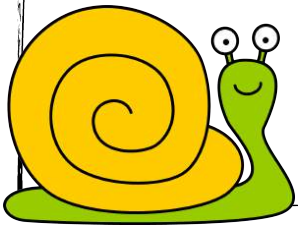
$$2122-2$$



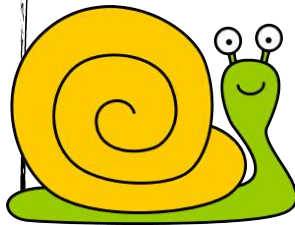
$$90-20$$



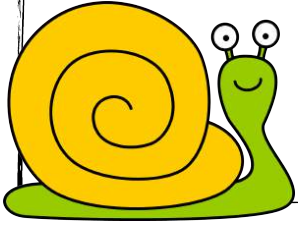
$$5421-3$$



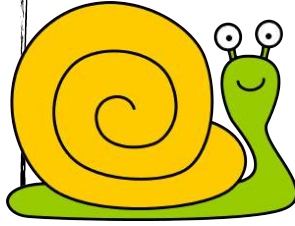
$$1243-243$$



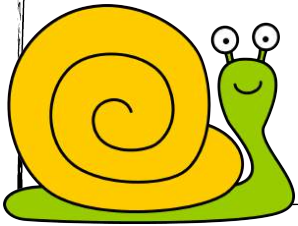
8000-4000



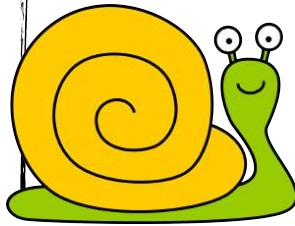
240-120



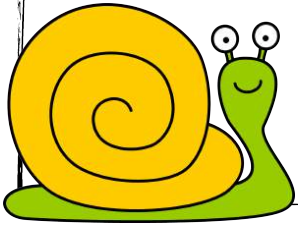
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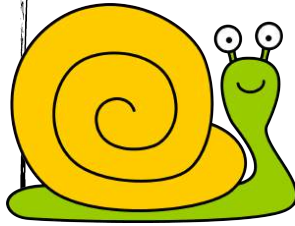
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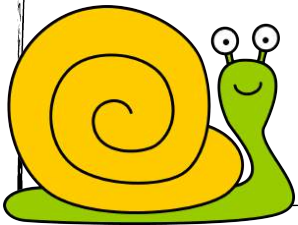
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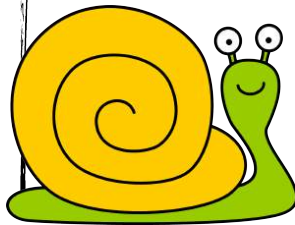
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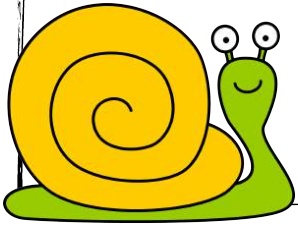
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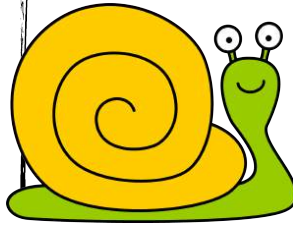
43-36



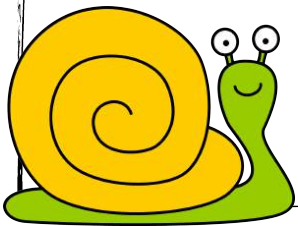
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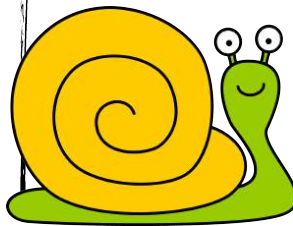
$183-177$



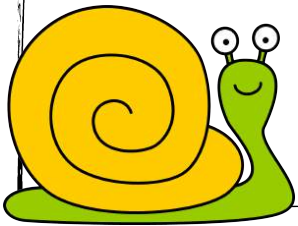
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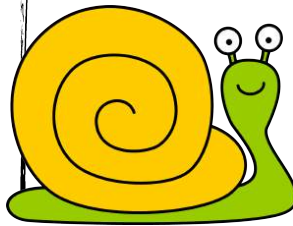
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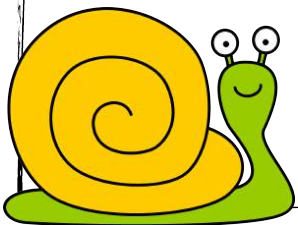
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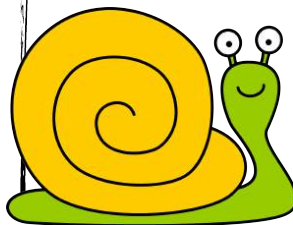
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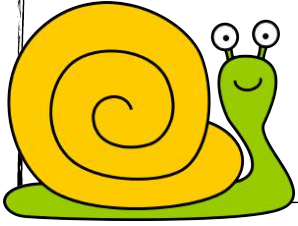
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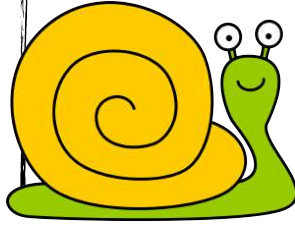
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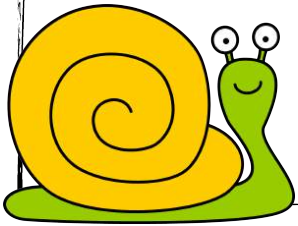
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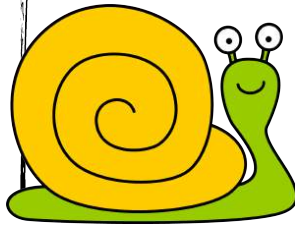
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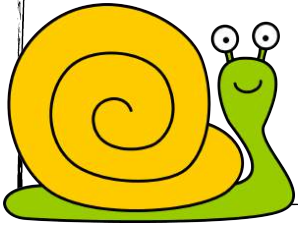
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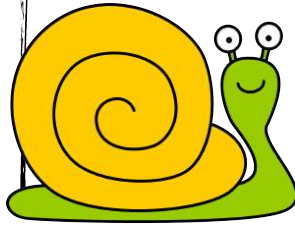
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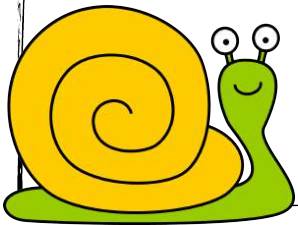
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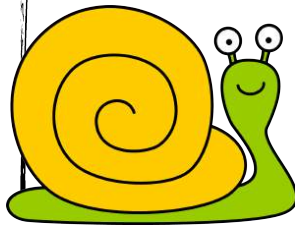
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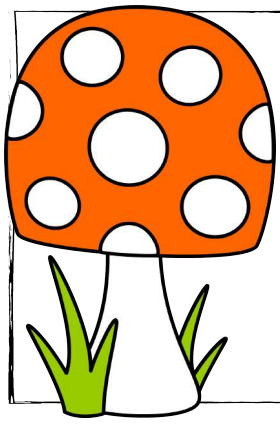


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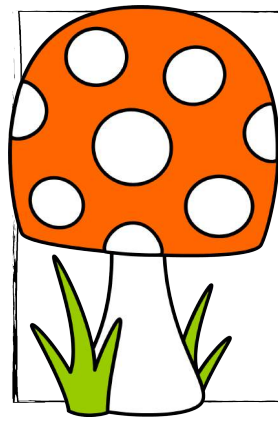


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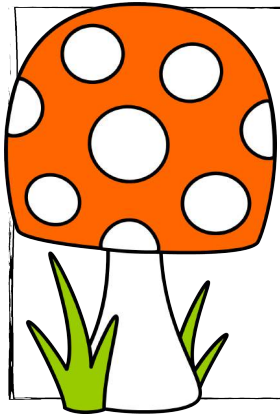




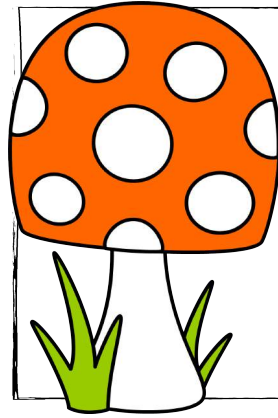
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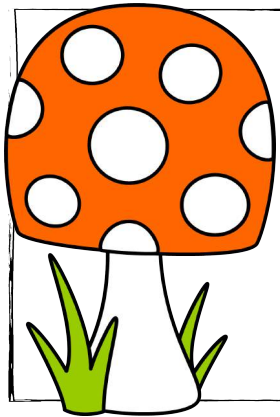
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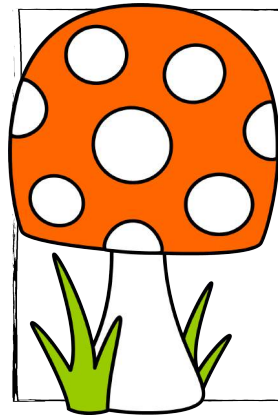
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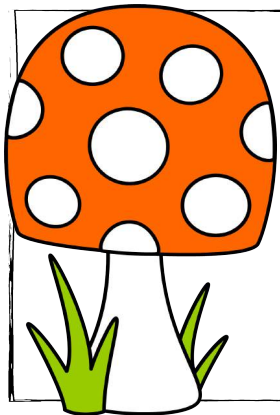
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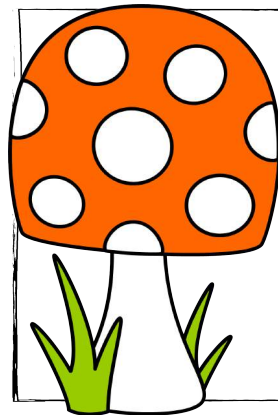
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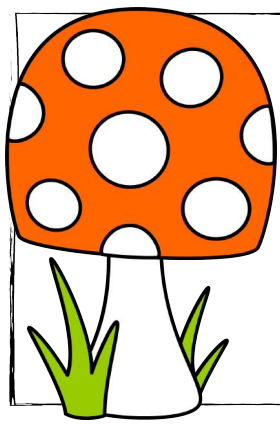
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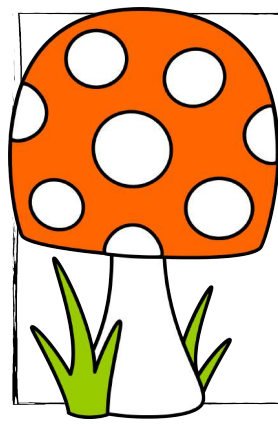
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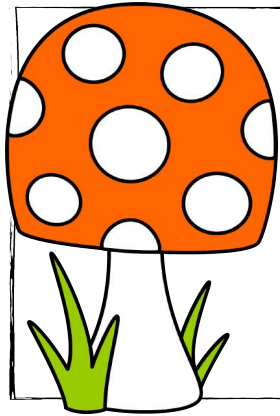
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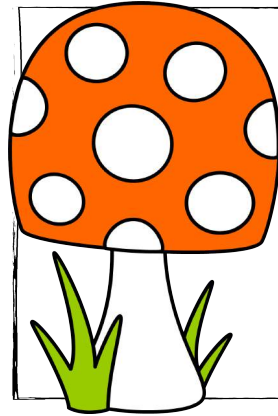
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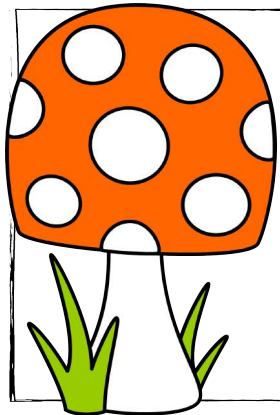
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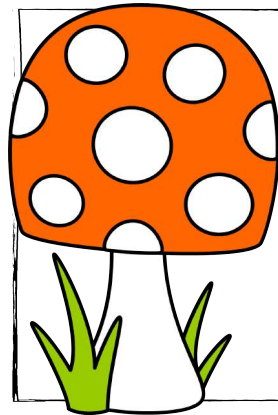
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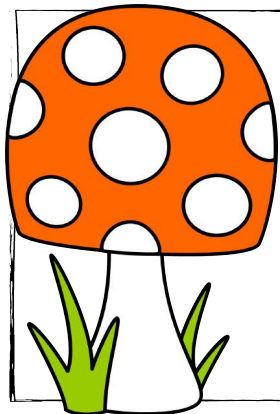
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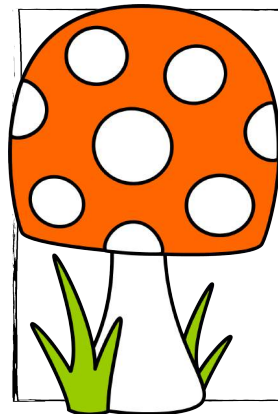
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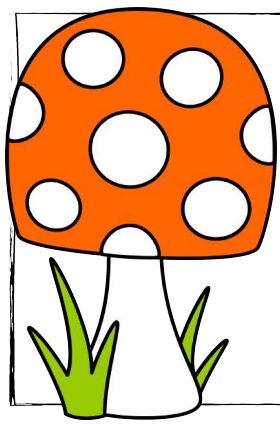
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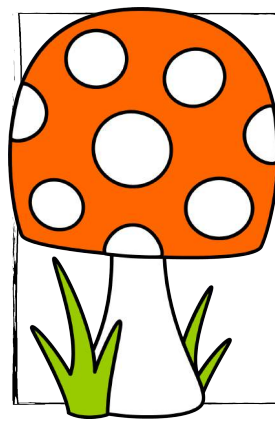
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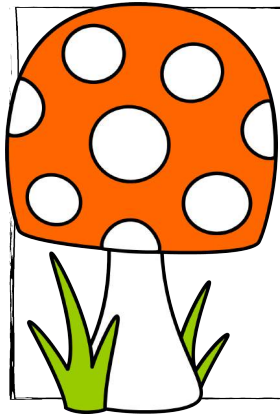
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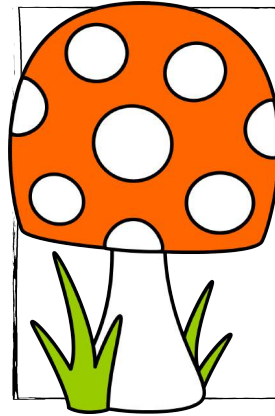
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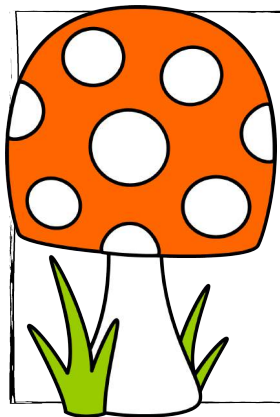
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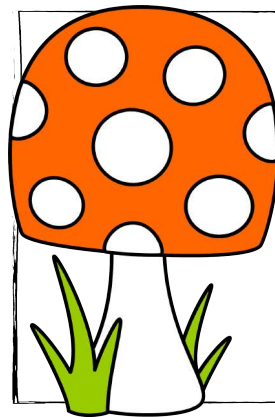
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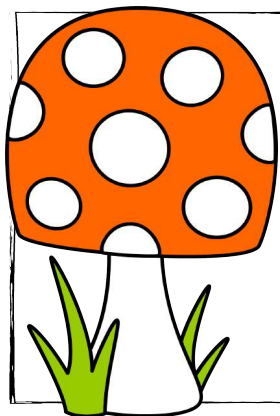
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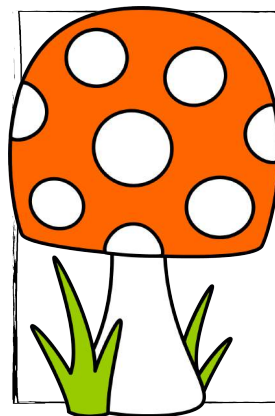
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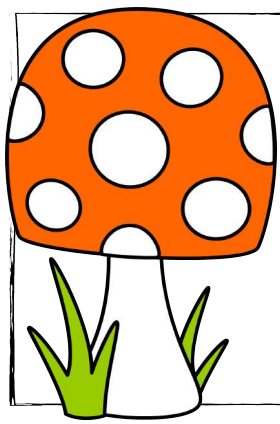
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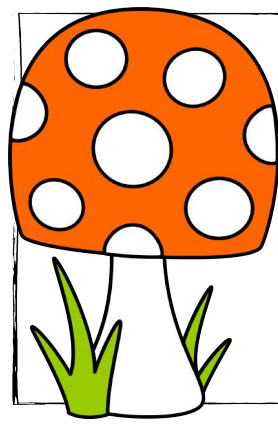
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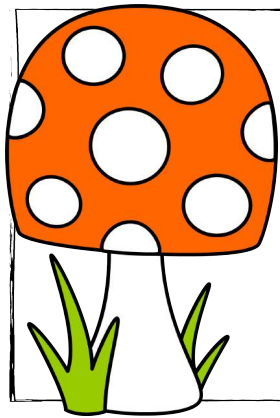
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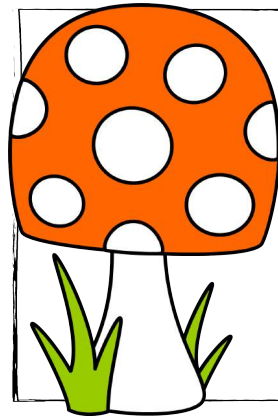
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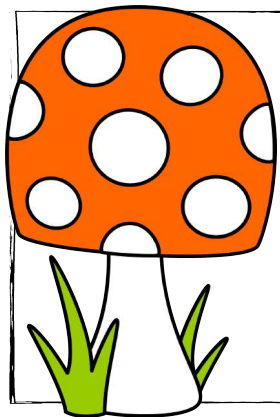
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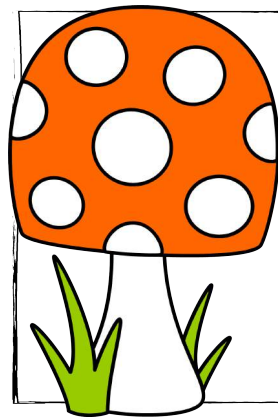
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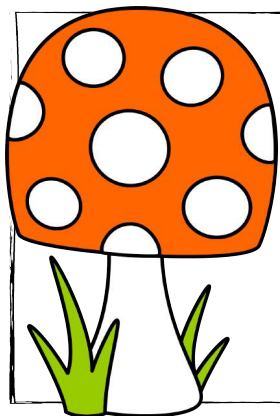
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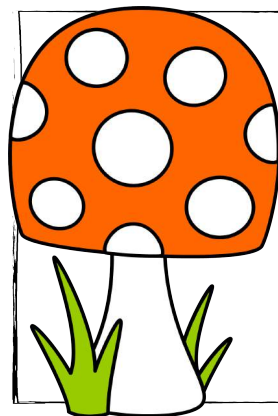
226



603



517



2253

Putting It All Together

Your students have now learned all of the strategies in The Subtraction Station. By now your students should have a good understanding of many different mental math strategies. They should be working on using the most effective and efficient one for each equation.

This final level is included as a “Putting It All Together” level. In this level, students will practice all of the strategies that they have learned. They will practice choosing the strategy that is best. You may also notice that by this time your students are developing automaticity with some of the facts. This means that they may be starting to just “know” the fact, without even thinking too much about it. This is fantastic, and is what all of your students should be striving for.

How Did You Solve That?

Solve each equation using a strategy that you have learned. Then explain how you solved it.

$$3542 - 18 = \underline{\hspace{2cm}}$$

How did you solve this?

$$6000 - 3000 = \underline{\hspace{2cm}}$$

How did you solve this?

$$4521 - 2000 = \underline{\hspace{2cm}}$$

How did you solve this?

$$413 - 6 = \underline{\hspace{2cm}}$$

How did you solve this?

Solve the equations:

$4632 - 0 = \underline{\hspace{2cm}}$

$4568 - 3000 = \underline{\hspace{2cm}}$

$457 - 9 = \underline{\hspace{2cm}}$

$1000 - 500 = \underline{\hspace{2cm}}$

$1000 - 750 = \underline{\hspace{2cm}}$

$7640 - 1 = \underline{\hspace{2cm}}$

$240 - 120 = \underline{\hspace{2cm}}$

$5722 - 19 = \underline{\hspace{2cm}}$

$4766 - 600 = \underline{\hspace{2cm}}$

$7455 - 28 = \underline{\hspace{2cm}}$

$6100 - 100 = \underline{\hspace{2cm}}$

$2453 - 37 = \underline{\hspace{2cm}}$

Equation Hunt

Subtract any two numbers that are touching. Remember to use the big number first. Shade them in and write the equation (with the difference) in the box.

2442	442	100	6573	2234	48	16	8	8000	600
50	900	400	29	2234	6049	100	745	4000	100
47	500	1000	500	546	28	96	322	4593	27
4572	4000	56	17	323	22	9042	140	8	2267
10	435	4233	100	90	11	1021	0	4378	4
5	7	100	1246	9	8	3462	1	1243	1000
3490	4574	19	10	20	16	3000	1000	9	600
2	2000	8	500	200	100	40	3443	18	28

50-47=3

_____ - _____ = _____

_____ - _____ = _____

3462-1=3461

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

_____ - _____ = _____

Solve the Problems

In one day, the bread factory ships out 1250 loaves of bread. Today, however, one of the machines broke down and the shipment is down by 68 loaves. How many loaves of bread were shipped out today?

Show your work.

Write an answer sentence.

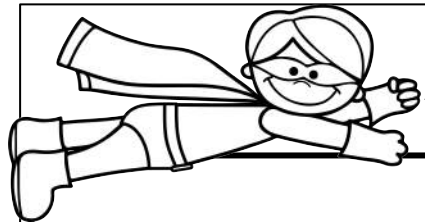
Every year, the children in two schools plant trees on the school yards. School A has planted 267 trees. School B has planted 479 trees. How many more trees has School B planted than School A?

Show your work.

Write an answer sentence.

Write a story problem for this equation: $1725 - 49 = \underline{\hspace{2cm}}$

Solve it.



Subtraction Action!

$256 - 18 = \underline{\hspace{2cm}}$

$289 - 244 = \underline{\hspace{2cm}}$

$8877 - 8877 = \underline{\hspace{2cm}}$

$50 - 43 = \underline{\hspace{2cm}}$

$4354 - 4 = \underline{\hspace{2cm}}$

$456 - 38 = \underline{\hspace{2cm}}$

$7000 - 1000 = \underline{\hspace{2cm}}$

$457 - 124 = \underline{\hspace{2cm}}$

$4721 - 500 = \underline{\hspace{2cm}}$

$8900 - 4000 = \underline{\hspace{2cm}}$

$6500 - 2000 = \underline{\hspace{2cm}}$

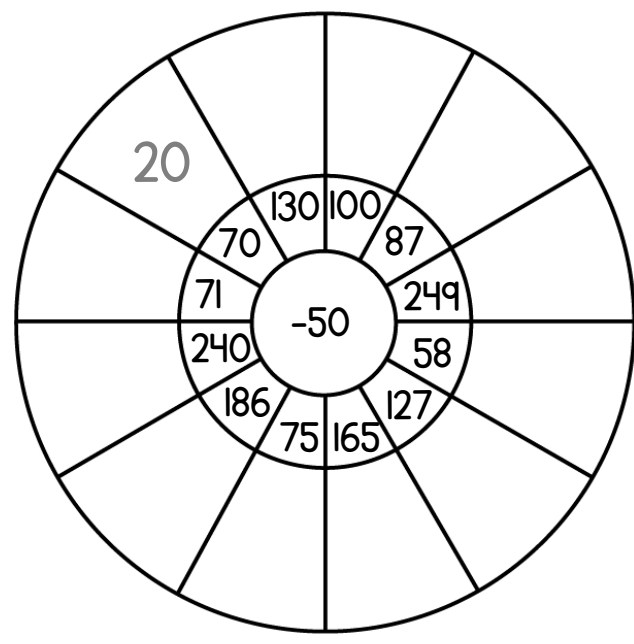
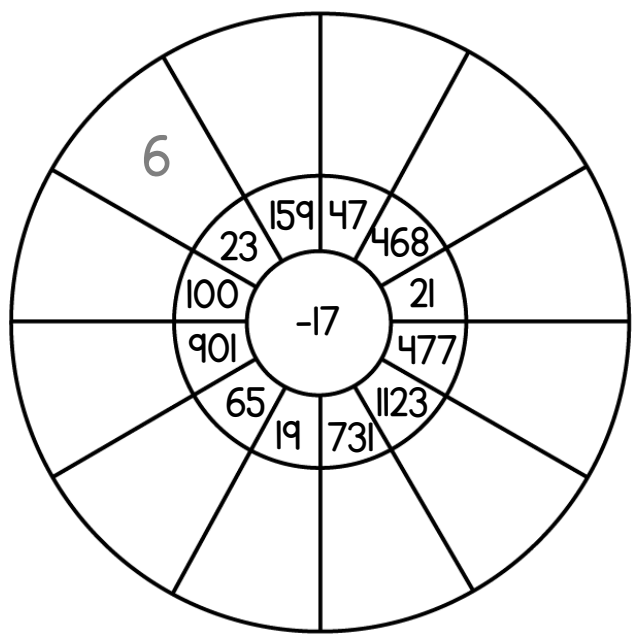
$5487 - 2263 = \underline{\hspace{2cm}}$

$24 - 12 = \underline{\hspace{2cm}}$

$4536 - 8 = \underline{\hspace{2cm}}$

$345 - 25 = \underline{\hspace{2cm}}$

Complete the subtraction wheels:



The hardest thing about subtracting is _____
